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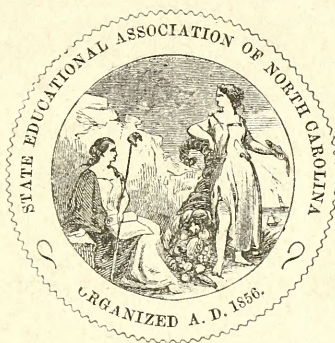


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THE  
NORTH CAROLINA  
JOURNAL OF EDUCATION.

FOR THE YEAR 1860.

VOLUME



THIRD.

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OF THE  
NORTH CAROLINA STATE EDUCATIONAL ASSOCIATION.

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VOL. III.

JANUARY, 1860.

No. 1.

## ADDRESS

OF

WILLIAM L. SCOTT, ESQ.,

*Before the Randolph Agricultural Society December 16th, 1859.*

[PUBLISHED BY REQUEST OF THE Soc. ETC.]

*Mr. President, and Gentlemen of the Randolph Agricultural Society:*

The creative fancy of Sir Thomas More, with incomparable ingenuity and taste, bodied forth, in one of its rapt moments, the enchanting island of Utopia. Embosomed far out in the wide ocean of his own imagination sat, like a thing of reality, the crescent-curved land, at once affording an ample and secure harbor, and covered with prairies and forests, low-grounds and up-lands, vales and mountains, brooks and rivers, meads, gardens, and cultivated fields, snug cottages and lordly mansions, villas and cities, cathedrals and capitals, gilded domes and splendid minarets—all that the genius of beauty, all that the wealth of human intellect could conceive or consummate. Thus graced with beauty and enriched with conveniences, it was not less blessed with an excellent system of wholesome laws, an intelligent, contented, confiding, united population, private worth, public virtue, exalted patriotism, abhorrence of evils, antipathy to useless extravagance, fondness for innocent and healthful sports, uncommon intelligence and untiring industry in agriculture and mechanics, and a soul-pervading love of all that is good, and useful, and elevating. Like the beauties of the natural world, however, those of Utopia are never seen alike by different minds. To me there is in that high-wrought picture of More, that ideal charming isle, less of intrinsic beauty, richness, loveliness and perfection than is spread out by the all-powerful hand of the Deity in the borders of our own beloved, beautiful Carolina. That was the work of man, the creature—this, all this, of God, the creator!

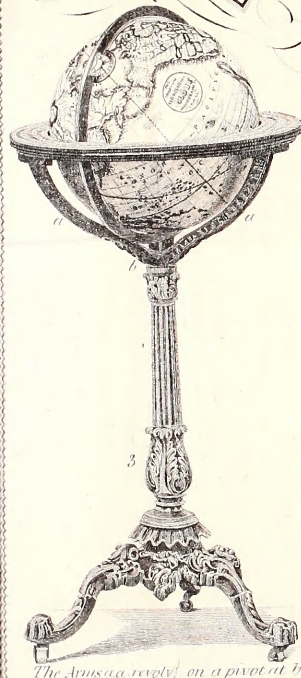
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FRANKLIN

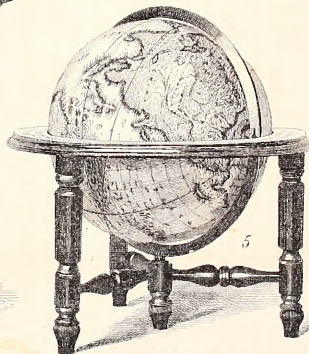
GLOBES



The Arms *a* revolve on a pivot at *b*.



Revolving Horizon.  
The Arms *a* revolve on a pivot at *b*.





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Our State is surpassed in natural advantages, in variety of soil and in salubrity and pleasantness of climate, by none other in the Union.



Situate as it is almost equi-distant from the frozen regions of the North and the burning plains of the South, our soil is so various and its essential constituents so mixed, and our climate so genial and favoring, that here may be grown a superabundance of all products, from the most delicate luxury to the most valuable substantial. Seaward and mountainward from this county, and here also, are admirable sites where the buzzing of the spindle and the loom is now heard—where all kinds of machinery can be operated successfully and profitably. Far to the South the hot season lasts so long that “tired nature” is injuriously exhausted; and far to the North the pinching, biting winds and frosts and snows shatter and waste the most robust and hardened constitutions—in the one extreme, the people have not time to cool down and congeal—in the other they have not time to warm up and thaw. Here, how different! Our climate is seldom unpleasantly oppressive either in mid-summer or mid-winter. Here all the seasons are uniform and well-nigh equal in duration. Ours is a mild, quickening spring—a somewhat enervating but short summer—a bracing and glorious autumn—and a winter sufficiently cold to prepare us to pass safely and comfortably through the six succeeding months. Ay, and here, too, Hygeia, the blushing goddess of health, pure as the foam-born Aphrodite, pervadeth and blesseth the atmosphere which we breathe. In the east, invalids and all others, who choose, can, in the warm months, enjoy the balmy, refreshing and invigorating sea breeze; and in the west, they can luxuriate mid picturesque and grand mountain scenes and inhale the delicious and elastic air that ever stirreth in those regions. Here, likewise, shines no sickening, pestilence-threatening sun. Not in sunny Italy, not in vine-clad France, not in romantic Scotland, not in ever-green Cuba, is the sky bluer, serener, more life-inspiring than that which canopies us!

How goodly, how richly and highly favored by nature, then, is our birth-land! Think you, that Sir Thomas, with all his fertile invention and brilliant painting, could draw and depict an island equal to this region of country in beauty, loveliness, invitingness and granduer? If so, speed ye to the East; view that indented coast, those huge white sand-bars, the placid inland waters, the grass-clad islets, the noble streams, the trees which Bancroft, our historian, says are without “paragons in the world,” the luxuriant vines, and grapes “so plenty upon every little shrub, that the surge of the ocean, as it lazily rolls in upon the shore with the quiet winds of summer, dashes its spray upon the clusters;” and listen, entranced, to the music of the everlasting sea, that anthem of God only less grand than the melody of the spheres! Thence, hie ye to the West; open your eyes from the summits of the Black and Smokey Mountains upon the wilderness of wonders all around; linger mid vales perfumed with the honeysuckle and decked with laurels and ivies; cool beneath the shades flung down by the thick wild-wood; recline on the mossy banks of founts scarcely less inspiring than Castalia or Hippocrene; quaff the pure delicious mountain air; drink in the babbling of brooks and the roaring of cascades and cataracts; and, perched on the different tops of those rugged and towering mountains, catch, as far as the eye can distinguish them, the all-surpassingly beautiful and gorgeous glories which the Almighty



Hand has scattered so wildly, fantastically and wonderfully there! Then, tell me where is Utopia, with all its imagined natural charms and artificial embellishments in the unequal comparison? Not simply is Utopia, that fine conception of a splendid mind, surpassed by these; but the placidness of Lake Mattamuskeet, the isle of Roanoke as it appeared when Raleigh was there, the sylvan charms of the mountain Pools, the rugged beauties of Hickory Nut Gap, the wilderness around Mitchell's Falls, and the awful sublimity of the Grandfather, the Roane, the Black and the Smokey are scarcely inferior to the "bold cliffs of Benvenue" and the blue waters of Lock-Katrine in the "ancient days of Caledon," the scenes of the Alps and of the Apennines when the man of Destiny trod them, and the indescribable glories of Chamouni and Mont Blanc where yonder sun ever setteth upon snow and ice! Let him, who thinks *this* exaggeration, visit our East and our West, and he will, then, reply as did the Queen of Sheba to the wise Monarch of Israel.

Nor is your county the least favored of this delightful region.—You can point, and proudly too, to the rich lands of Uwarie, of Little River, of Richland, of Back Creek, of Sandy Creek, of Deep River and its different branches, and to the broad, fertile fields of Carraway which a recent letter-writer thought equal, in richness of soil, to those of the Connecticut. Along some of these streams you have fine mill and manufactory sites, and especially, along Deep River there pours a sufficiency of water to run machinery enough to keep up one continuous, unbroken chime of spindles and looms and wheels from Guilford to Moore. Here, likewise, you have excellent meadow-lands, inviting pastures, blue hills, mines of glittering ores, and, in mellow October which is just recently gone, Shepherd's Mountain, Carraway, Back Creek, the Pilot, the Long Arm and other of your mountains put on a robe as richly and gorgeously purpled and scarletted as any of the loftier ones of the West. On one of these mountains, I am informed, the killing frost never falleth,—a place, then, ordained of Heaven, as it were, where the grape-vine can grow luxuriantly and bear its luscious fruits without the least injury; and on yonder grassy slopes where

"The verdure of the meadow-land  
Is creeping to the hills,"

the American shepherd, like him of Chaldea, could feed and tend his flocks not with the hope of pleasures, such as Virgil and Theocritus sung, merely; but with the pleasing expectation of handsome and remunerating gains; and here, too, are wild, picturesque, rural scenes which never fail to delight the devotee of nature, to point the pencil of the painter and to allure the muse of poesy. In these pleasant places "the lines are fallen unto" you; and not that you may be idle, not that you may dream out your existence uselessly and dronishly, but that you may act out, live up to the great Scriptural injunction, *labor*, LABOR, LABOR; for every sun, that riseth, silently but fearfully repeateth to you, to me, to all, that dreadful utterance of the Lord God: "In the sweat of thy face shalt thou eat bread, till thou return unto the ground."



Labor, then, according to this divine decree, is absolutely indispensable to subsistence; and not only so, but experience, that oracle of wisdom which scarcely ever erreth, teaches us that it is equally essential to honestly gotten wealth, well-earned reputation, and solid contentment and happiness. But this labor, to effect such results, must be intelligently, properly, economically, wisely applied. Much time may be wasted—poverty, endured—pleasure, unrealized—fame, lost, because, forsooth, man knows not, frequently, how to do what he has undertaken. Nature here, as I have hitherto shown, has done her part—she has, with lavish hand, spread out before us this magnificent country, one far superior to More's imagined island; yet his people, as he tells us, tilled the soil intelligently and scientifically. In this, he imagined them far in advance of what most of us have reached. For how have we, and our fathers before us from time immemorial, cultivated our lands? Truth impels me to the confession, however mortifying, that we have farmed, in a great degree, in wilful ignorance—in the blackness of mental darkness so far at least as the properties and qualities of seeds and soils are concerned. Grandsire, father and son, has each farmed all his life without knowing aught of the soil which he worked, or the reason for much which he did. For the slavish reason, that the grandsire wagoned and ploughed over, not around, the hills, strange as it may seem, the father likewise did it; and because the father exhausted his land and turned it out, not to grass, but to sedge and pine-trees, the son did so too. And, thus, many other things in agriculture have been wrongly done, and for the like absurd reasons; and not a few, which ought to have been done, have never been dreamed of, thought of, or attempted. Now, is this right, is this the dictate of a liberal, thorough, scientific agricultural education? To this question, your countenances, I perceive, reply an emphatic NO.

Though the philosophy of agriculture is deep and abstruse—not mere child's play; yet it is not so deep, nor so abstruse, that it may not be sounded to the very bottom. The plummet line of reason and experience can reach its lowest depths and drag out buried wealth by the locks. "Come, and let us reason together." All the particles of matter now composing the earth, we know, with philosophic certainty, were created when God spake the world into existence. No new matter has been since made; but the matter, then formed, has been continually undergoing changes, so that soil once rich may now be poor, and soil once unproductive may now be fertile. Without artificial means, the one effect may be produced by washing, and the other by vegetable decomposition. Nor is any thing more mathematically certain than that all soils, to be productive, must have in them certain essential elements. Here in your county you have much rich, productive land. Under cultivation, unless it is fed, of course, it will grow poorer and poorer, until it will produce very indifferently, if at all. To prevent this dreaded sterility in your soil, you must not only feed it, but feed it rightly,—with the proper aliment, at the right time and in the right quantity. Again, some of your land, especially in this immediate section of the county, perhaps in others, is exceedingly unproductive. And why? Because it lacks some of the essential physical or chemical elements of soil, or it has some of them in su-



perabundance. Nor is this without design. To conclude otherwise would be presumptuously wicked. *Nothing is without design.* The great Webster once truly said: "The winds, the sea, the clouds commit no mistake." He might have gone farther and not less truly have said: *Providence commits no mistake!* Yes, this land was purposely made, or has been purposely allowed to become, unproductive. And it may be so, to call into exercise and develop the faculties of your minds. Be this as it may, if your minds were well disciplined, if you understood some or all the different branches of this recondite science of agriculture, and scarcely any other is more hidden, more intricate, it would, possibly, be quite easy to supply such wants, or to neutralize such elements as destroy the fertility of your soil. Thus this land might be made as profitable as those of Carraway, Uwarie, Sandy Creek, or Muddy Creek,—in all likelihood, not in the same products, but in some of the great variety of products which can be grown in our State. On some of this unfertile-looking land, experience has already told you, that excellent wheat crops can be produced; and, perhaps, as has been suggested to me by an intelligent, scientific young friend, this very section of your county is the identical spot of all others, without aught being added or neutralized, for the growing of rye. Make the experiment, then, if you have not, for surely it is worth the trouble to find out whether this opinion be correct; and if it is, then betake yourselves to the raising of this profitable cereal. To this knowledge of the elements of the soil and of the constituents of the seed sown or planted, it is essential to add a thorough acquaintance with the properties of all animal and vegetable matter, that you may know how rightly to make compost, what to put into it in the making, and of what elements it will be composed when made. Uneducated agriculturally, how can you tell what to do in any or all of these cases? Yankeeism, in its pertness and fastness, would, doubtless, suggest *guessing*. Will that do? In farming, perhaps, more than in aught else, would it be dangerous, uncertain, ruinously fatal. A farmer in Sarry, who had a lime-kiln on his land, *guessed*, that a field of his, *near* the kiln, needed lime; and he, likewise, *guessed*, that *the more* he put on it *the better*. The lime was abundantly applied, and pray what was the effect? For seven long years that field was as barren as the great desert of Sahara, for that length of time not a blade of grass peered through the ground, nor did a brier even blossom there. And why? Simply because it did not need lime,—it had enough of that element,—it wanted some other of the essential elements. In that case, guessing would not do, nor will it, as a general rule, answer in any case or in any business.—Northern *guessing*, or Southern *reckoning*, only makes "confusion worse confounded."

What then? Why knowledge—knowledge which is power in agriculture as well as in law, medicine, commerce or politics, knowledge, *that is the great desideratum*, that is what is wanting, a knowledge, thorough and accurate, of agricultural chemistry, geology, mineralogy, climatology, botany, meteorology, and mechanics. What would be the effects of such an acquisition of scientific learning? Why, sirs, old customs would be instantly abandoned, and "all things would become new" in this great national industrial pursuit. Our farmers



would cultivate less ground and plough it deeper; they would study and analyze their soils and grains more than they have hitherto done; they would subsoil, ditch and irrigate their lands; they would economize their time by the division of labor and by the use of the best implements; they would endeavor always to be guided in all they did by enlightened reason and experience; they would exercise their mechanical ingenuity in the improvement of old implements and in the invention of new ones; instead of manual exercise merely, they would have intellectual enjoyment in their annual round of duties; they would find more and still more pleasure in the philosophic principles of the great sciences, which are promotive of agricultural improvement, as they looked deeper and closer into them; scattered along in the path of their philosophic experiments and speculations, they would discover, not unfrequently, the fascinating flowers of poetry and the evergreens of a holy and elevated natural religion; and all these would unitedly and symmetrically instruct and develop their physical, religious and intellectual qualities. Then, and not till then, will this primal, grand vocation of man rise to its proper rank and dignity; then, more can be accomplished in less time and with greater ease; then, more leisure,—*otium cum dignitate*,—will be enjoyed, larger estates accumulated, and more powerful influences, social and political, wielded by agriculturists! Let us all hail that day, when it cometh, with a hearty greeting,—it will be the memorable independence-day of agriculture from the thralldom of ignorance!

How can this peaceful and delightful revolution in agriculture be effected? To discover the method of its accomplishment, nothing is easier. With the putting of the question the mists, which envelope it, at once clear away. Let each of the United States establish and richly endow agricultural colleges, economical educational institutions with corps of profound and accomplished scholars as teachers, where the humblest boy of the land,—from the dust even, and clad in rags,—can enter and acquire a finished, scientific, practical education in agriculture. That is one way.

Again, let the young man thus educated, while the dew of youth is yet upon him and he, like Rasselas, chafeth to see the world, let him travel as widely as possible; let him travel, even if he has, like poor Goldsmith, to go on foot; let him travel, even if he has to work, while out, to defray his expenses; let him go, let him gratify his restless curiosity, let him dispel his delusive notions about the superiority of other states or countries over his own and about the fortunes which are in store there for him. Let him go,—traveling always enlightens and liberalizes the mind; and if he returns home to settle, after much wandering and much sight-seeing, he will come back with that surest requisite to earthly success and happiness, an enlarged, enlightened, liberalized, self-relying, enterprising and contented mind. That is another way.

Again, foster and encourage State and County agricultural associations, such as the one which recently met at the capital of our State and the one which has assembled here to-day, where your sons and yourselves may interchange their and your views on all or any of the manifold and diverse branches of this universal and vastly important pursuit.



of man. Likewise, hold fairs and festivals, State and County, such as this, where premiums are awarded to those who excel in raising grains or live-stock, or in making articles of different kinds for exhibition—places where all your sons and yourselves may enter the race as competitors for honors and emoluments; ay, and even your children of the lovelier sex. From the exhibition of quilts, counterpanes, coverlets and other specimens of rarest bandiwork in Floral Hall, I am not wrong in saying that your wives and daughters are along side of the manlier sex in skill and industry. Our own peerless Washington, great, transcendently great in agriculture and industrial pursuits as well as in war and statesmanship, asked his countrymen to lend countenance and support to such associations, gatherings and exhibitions; for, to use his own strong words, they “*encourage and assist a spirit of discovery and improvement.*” This is still another way.

Ushered thus into business, your son will, with such a valuable intellectual capital, make more in half a score of years and bless, by his active, living, every-day-instructing example, more by thousands than the illiterate, plodding; old-fashioned, trudging young farmer who now begins life with scarcely a thimblefull of such knowledge and a few hundred dollars which his sire has miserly hoarded for him, starving his mind to fill his pocket, keeping him ignorant to make him rich, and making him, at last, only a small breathing monument of his own exceeding great and unpardonable folly. Without a liberal education, your sons cannot understand scientific books, nor can they till the soil scientifically. Common observation, however, satisfies me, that book-farming, which is none other than scientific-farming, is to many not a little odious; and this-odiousness can be removed only by suitably educating your sons, not the sons that are to be professional men only, but those who are to follow the plough and swing the scythe. Books on agriculture must be written in scientific language, nor can they well be simplified more than they have already been—words cannot be found which will bring them down to the comprehension of an uneducated mind. Most of the scientific words and terms in our language are derived from the Greek, and to understand them thoroughly, you must know the original. *If you cannot, then, bring the books down to the comprehension of unlettered young men, you must educate them up to an understanding of the books.*

Unstudied, blindly pursued, how dull, how tiresome, how uninteresting and how unprofitable is the occupation of the agriculturist; but understood, searched into by the keen optics of philosophy and its principles reduced to practice, it at once swells into importance, is inviting, engaging and lucrative. It is not, then, simply a business, a mechanical exercise, it is a science, deep and grand, calling into play the highest faculties of the mind, and taking in its range a wider circuit than any other—a science at once useful, agreeable, and beautifully diversified.

Nor is the utility of an agricultural education confined to a knowledge of the mineral kingdom and the cereal grains, which latter form only one department of the vegetable kingdom. “The earth which is to be cultivated,” said the distinguished Everett, “instead of being either a uniform or a homogeneous mass, is made up of a variety of materials differing in different places, and possessing different chemical and



agricultural properties and qualities." Of our part of the earth, this is peculiarly true, so true that here not merely wheat, maize, oats, rye and barley can be grown; but almost every product which can enhance our estates, advance our well-being, or cater to the most epicureanly refined appetites and tastes. As evidence of this North Carolina has a place in every column of the last census list.

Let us glance hurriedly at the different varieties of our soil through the different sources of our domestic wealth and commercial greatness:

Even beyond the Swannanoah, the wayfarer is, ever and anon, saddened, in the vales and on the mountains, by the plaintive moaning of the graceful pine-trees, which one of our writers has classically called the mourning sisters of Phaeton. Descending hitherward, he spies them and hears their sad lament more and more frequently,—yonder hills now in our view are thickly dotted with these wailing sisters,—and below this, as he advances into the heart of Eastern Carolina, they gradually increase in number, until the various species of that tree, unsurpassed by those of Norway, Canada or Maine, spread out into vast and almost interminable forests. That is the richest source of our commerce. Out of these are made shingles, various kinds of lumber, masts for vessels, yellow soap, resin, tar, pitch and turpentine. From our shores, these, especially, tar, pitch and turpentine, are borne to every commercial mart of the known world.

Along our northern border, and even thus far into the interior, tobacco of the first quality is produced, that celebrated plant, which Sir Walter Raleigh first whiffed on our continent to the alarm of his servant who, thinking his master on fire, threw a picher of water, which he had just brought, upon him to put it out. This plant Sir Walter afterwards introduced at the British Court. Royal James, who was then on the throne, ridiculed, satirized and denounced its use with merciless Juvenalian bitterness, still it out-lived his furious *counterblaste*, has risen in public estimation and has widened in use and in culture. Nor is there, in my opinion, a section of country where tobacco of a fine texture can be more successfully produced than here and in the vicinity of New Salem, perhaps, in other parts of your county. For your encouragement, let me give you the history of tobacco-raising in my own county. Only a little more than three years ago, a planter came from Person in this State to Guilford where he purchased an old, much used and much abused plantation, on which it was predicted he, with his family, would certainly starve. What has the sequel shown? Did starvation overtake him? The first year, besides large fields of corn, wheat and oats, he planted ten acres in tobacco. What did that yield him per acre? One hundred and thirty-three dollars—in all one thousand three hundred and thirty dollars. The second year, he cultivated the same number of acres and made one hundred dollars per acre; and, this year, he will make as much as he did last, if not more. Thus in three years he has made enough to pay for his land—has greatly benefited himself; but that is not all. His energetic example has given a spur and impetus to tobacco-growing, until tobacco-barns are now to be seen along every public road of the county, and two factories for manufacturing it are now going up in the town of Greensborough. May this stimulate you all—may it induce you at once



to begin the culture of this paying article of trade and commerce.

On our south-eastern border, the prettily branching rice-plant, which is so invaluable to the Chinese in a commercial point of view, is grown in large quantities and of a quality superior to that of the East Indies. Nor do I know any reason why the pearly, healthful product of that plant may not be produced more abundantly than it is in our State.

Again, not only in the East where it is indigenous, but here, I am informed, in your county, you have a kind of tea, not the imperial, the gun-powder, the single or the hyson, but one called by a still harder name—the Yopon. Of the excellence of this tea, little is yet known. One of your estimable young men, who is now in Western Carolina, once said, in discussing its qualities, in a communication to the “Standard,” that like the Matte of Paraguay, “it will calm the restless and excite the torpid.” Wonderful tea! That of itself ought to make it of incalculable value. Cuvier’s fish, which is flat half the year and round the other half, is not more a miracle! Besides this, delightful teas are made of the *spice-wood* and the *sasafras*. So ridiculous seems the mere mention of these, that the lip-curl of mirth is at once raised. Had I told you, a year ago, that one merchant at the town of High Point would, this autumn, purchase of one farmer nine hundred and nineteen dollars worth of *dried blackberries*, your credulity would not have been less taxed than it is when I tell you, that these teas are valuable and may be made marketable. Sasafras-tea is said to be an excellent purifier of the blood; and the spice-wood and yopon, doubtless, possess medicinal properties, which, when discovered by the aids of science, will, possibly, bring them into common use and high repute.

Here, too, imbedded in your own hills, and in other parts of the State more richly and abundantly than here, are inexhaustable mines of metals and minerals. The far-famed coalfields of Egypt, in your neighboring county of Chatham, will perchance, one day vie in richness and inexhaustibleness with those of Pennsylvania; the iron-bed, which extends from Rockingham westward beyond Watauga—where can its superior be found?—has not an equal in the quality or quantity of its ore; and our silver, lead, copper and gold mines are surpassed only by those of Northern Georgia, Pike’s Peak, California and Australia.

Here, also, that overshadowing monarch in the commercial world, king cotton, has quite a number of willing and thrifty subjects. Some of your own fellow-citizens raise it in respectable quantities, and no article of trade will, as a general thing, demand a better price or more quickly extract money from the pocket of enterprise and speculation. Bestir yourselves, then, to produce it more largely, and look not elsewhere for the material wherewith to keep your factories, now built, in perpetual operation, and likewise, the scores of others which the eye of my fancy sees looming up in the long vista of the future.

Again, all over our State, and nowhere better than in my own county and in yours, the rarest and the most deliciously flavored varieties of orchard fruits could be plucked from the boughs of flourishing trees, were our people only sufficiently enterprising to plant and cultivate them. In Guilford, we already have three nurseries, Lindley’s, Fentress’



and the very extensive one of Westbrook & Mendenhall, where were lately hanging pears, apricots, cherries, quinces, figs, plums, almonds, nectarines, and apples more bewitchingly beautiful than those fabled ones of the Hesperides; and there, too, were peaches, in the latter part of summer, blushing as enticingly as any that ever ripened under a Persian sun. At either of these nurseries you can get scions of almost all the best fruits; and let me entreat you to procure them, plant them and cultivate them, and Pomona, that hamadryad, who so lovingly cherished the fruits in Rome in the time of King Procas, will wend her way hither and smilingly and gladly prosper all your efforts. You have the soil, the climate, the scions—you want only the enterprise and pomological information to success in their culture. The luscious, mouth-tempting apples on exhibition, to-day, are proof, strong and conclusive, of this declaration. And aside from the luxury of having such fruits for your own use, they can readily be turned into silver and gold.

Again, thickly in our woods and up and down our streams, large and small, climb millions of wild-grape vines, on which clustered, not long since, the Fox, the Muscadine, the Devereux, the Catawba, the Isabella, the fragrant Scuppernong, and scores of other nameless varieties. Out of the grapes, which lately hung gushing and purpling upon these vines, there might have been made wine enough for the use of the table of each householder of our State. Out of these, wine ought to have been made—wine for our tables! Those vines garland not our forest trees—that the wild-fowls, the hares and the foxes may feed upon their fruits! Though there is a curse, an awful woe, denounced upon intemperance, yet there is none upon wine more than upon bread. You are not to be a drunkard, nor are you to be a glutton. The Saviour of our race took wine at his meals, and at the marriage in Cana of Galilee

“The conscious water saw its God and blush’d.”

Elsewhere in the Holy Bible, it is mentioned as that which “maketh glad the heart of man.” These allusions are not made to impede the cause of temperance: for no one deprecateeth drunkenness more than myself. I make them for a totally different reason. I now candidly believe, and have ever since my mind was first turned to the subject, that the surest antidote for this “running ulcer of our social body,” is the use of wine at our tables. And I was delighted to see, that Dr. Hooper, a divine of varied and extensive learning and of elevated piety, at the last commencement of our State University, in addressing the Alumni, expressed the opinion, though somewhat tremblingly, that nothing else could so soon or so effectually staunch, to use his own classic language, this “perennial, fetid, stygian flood, that is circling round and round the land, and pouring its poisonous tide into our sacred homes.” History is said to be philosophy teaching by example. Look, then, to the countries where grapes have been cultivated and domestic wines used at the table as a beverage,—look to France and Germany. There you will discover less intoxication than in protestant Scotland, protestant England, or protestant America. Why? The use of wine at meals—the colored milk of the table! that is the why! Even Christianity, which prevaieth in these latter three nations



proportionally with infidelity and skepticism in the former two, has thrown its mighty and holy influence in favor of that cause; and yet hearts are bleeding with sorrow and faces are crimsoning with shame by reason of drunkenness in the very churches themselves. None can deny this fact. Were it expedient, I might add several high authorities to those which Dr. Hooper mentioned as to the sobriety of the people of France and Germany. But it would be a useless waste of time. Begin, then, to plant your vineyards—begin to build your graperies. They will, in my humble judgment, bring you health, temperance, happiness, and, if your heart craveth it, that glittering substance, which, according to Milton, caused

“Mammon, the least erected spirit that fell  
From Heav’n”—to have “his looks and thoughts  
—always downward bent, admiring more  
The riches of Heav’n’s pavement, trodden gold,  
Than aught divine or holy else enjoy’d  
In vision beatific.”

Here is a field, young man of ambition and enterprise,—beautiful as Euna—for taste, and genius, and skill, and scientific learning.

Ay, and there is a department of agriculture, that of gardening, in which the mothers and daughters of the land can make themselves useful and beautifully so. The lilies “toil not, neither do they spin;” but you are not lilies. You are of an order of beings next to the angels,—don’t forget that man is of that order of beings too?—but your stupendous height above that tiny flower of the mead and your close proximity to those bright creatures who teem the upper air, do not unfit you for keeping and dressing your husbands’ and fathers’ gardens.—That was the primal employment of our first great father;—that was his occupation when he was morally and mentally perfect. Nor is there a more innocent or engaging earthly employment. There, in the wiles of the garden, it is true, he lost *his* original purity; but there you can reflect upon the matchless perfections of our Creator as displayed in the delicately formed flowers,—there you can look through them, as beauteous telescopes, up to the mercy-seat of Him who made them, that *your* original sin may be washed out and *your* spirits made spotless as snow when first it drifteth from the sky. But you are not to be good only, you are also to be useful. In usefulness there is a daily beauty, an exceeding weight of glory. You are not to cultivate flowers, which so much refine the heart and mind, to the neglect of beans, and peas, and beets, and cucumbers, and tomatoes, and cabbages. These save to your husbands and fathers many a bushel of wheat and corn and many a pound of bacon and beef. Nor is there any thing undignified or disgraceful in horticulture, unless you surrender your gardens to grass and weeds. Silly, giddy-headed girls may think so; but Lady Washington, the mother of the “Father of our Country,” was working in her garden when the Marquis De La Fayette, conducted by her grandson, presented himself before her to receive her blessing ere his departure for his beloved France. “Clad in domestic-made clothes, and her grey head,”—she was then very aged,—“covered in a plain straw hat,” that sainted mother greeted him with “Ah, Mar-



quis! you see an old woman,—but come, I can make you welcome to my poor dwelling without the parade of changing my dress." O, simplicity, inconceivably charming! O, nobleness, infinitely distinguishing! Pride, that cancer of human bliss, false, hollow-hearted, high-vaulting pride had no place in her good and guileless heart! The mere tinsel of dress, the sickening flummery of aristocratic block-heads,—she knew the Marquis was not one,—and pretty bodies too nice to work, excited in her that disgust which they ever merit! Live like her, labor like her, busy yourselves with the needle and the bod-kin, and look after the vegetables and the flowers, and you will be like "apples of gold in pictures of silver," lovely, indiscribably fascinating to all good and sensible men!

Of the manifold branches of agriculture, and of all the other cultures, to which the educated mind may turn itself, in this running review, how few have I mentioned, how many have I unavoidably omitted! And how honorable and lucrative are they when rightly, intelligently, scientifically and energetically pursued! Still, young men are daily turning thoughtlessly and scornfully from them and rushing into the learned professions, often without the least adaptedness to them; and after long years of waiting and fretting for business, in a moment of despair, they anathematize their profession and apologetically charge it with being crowded. Crowded, indeed!—no charge is fals<sup>er</sup>. No profession or business has yet been crowded in this Republic. A young limb of the law, with soft head and shallow acquirements—the fit subject of a modern drawing-room—who was biding his time impatiently, once stepping up to Daniel Webster while the latter was in the noon of his professional fame, facetiously remarked to him: *Our profession, Mr. Webster, is very much crowded.* Turning his dark and terrible eye upon him, Mr. Webster laconically and tartly replied: *It may be down there—it is not up here.* And this is true of all the pursuits of man. None are crowded with men well qualified for them by nature and by education.

The fields of agriculture in our broad country can never be overstocked. And that young man is monstrously mistaken, who supposes, that the god of ambition has not scattered glittering honors in those fields. Nowhere is there a wider opening for inventive genius and the most profound thought and sagacity. You would be astonished at the hundreds of different kinds of farming tools and other inventions, which are in some way handmaids to agriculture, that have models in the Patent Office at our national capital, were you to step in there to-day. Still, some timid man may suggest, *that the demand for such implements is supplied.* Were he placed back in the past to the time when the plainest, oldest-fashioned plough was invented, *then*, he would have insisted, *that the demand was supplied*; yet, not long since, the news reached us, that the steam-plough is snorting proudly through the fields of the husbandman. And I venture to declare, that none, save a prophet, can foresee the day when mechanical genius will be of nothing worth. There, young man of ambition, there is a field of labor and of renown! But is that the only one where talents of the highest order may be rewarded? Not at all. Lord Ashburton, of Hampshire, England, expended nearly fifty thousand dollars in irrigating his lands



by means of ditches and aqueducts, and we are told that he was richly repaid for that vast outlay of capital; your domestic animals, many of them pets and favorites, which have been hitherto intrusted to quacks and empirics, who know as little about the anatomical structure of beasts and how to treat them when diseased as a jaybird does about Yankee Doodle, need, greatly need intelligent and skilful veterinarians or physicians; the improvement, too, of the different breeds of domestic animals is a subject fertile in interest; the education of these animals, likewise, demands much more attention than it has ever received; the restoration to productiveness of our gullied old-fields, and the re-covering of many of them with forests, require an outlay of both mind and money; the diseases, which infest the potato and other vegetables, here and in foreign lands, patients that cannot describe their sufferings, will baffle the skill and wisdom of men who might have ranked high in the science of medicine; the grafting of fruit-trees, and the hybridization of vines and flowers afford ample scope for taste and ingenuity; and there is no deeper enigma than that which inquires how we are to tell what insects and animalculæ are hurtful to our crops, and what ones are not; for science has "taught us," says a polished writer, "not to wage equal war on the wheat fly and the parasite which preys upon it; and it will, perhaps, eventually persuade those who need the lesson, that a few peas and cherries are well bestowed by way of desert on the cheerful little warblers who turn our gardens into concert-rooms, and do so much to aid us in the warfare against the grubs and caterpillars which form their principal meal." Here are fields for genius, and labor, and renown!

Need young men of enterprize, education and energy, young men, with or without capital, need they depart this land, "a land," literally, "of milk and honey," to seek fortune or reputation in the farther South, in the extreme Southwest, or in the far-extended Northwest? Not at all—by no means. Were they to live to the advanced age of Methuselah, they would still find inviting fields here for all their talents; were they to wander for centuries over this vast continent in search of an earthly paradise, they would freely confess, at the end of their journeyings, that they were nearer that blissful spot when they set out from their native homes than when they buried their bodies in a strange land. Sir Thomas More saw that all the people of the world in his times were restless and discontented; and, when he created the inhabitants of his ideal island, he made them, unlike all others, contented and happy. Would that I could, this day, make you all contented! Then, I know you would find yourselves, if not happy, at least in the pathway to prosperity and happiness. Contentedness!—that is the great secret of human success and human felicity! Three years ago, last autumn, taking a final leave, as I then supposed, of my native State, the power of steam soon dashed me far away into the wide and beautiful South.—Wandering much, my lot I, at last, cast among the generous people of Troup, Georgia, in the bosom of that lovely country which lies along the eastern bank of the Chattahoochee. There I found wealth, intelligence, beauty, hospitality, refinement, the best and kindest friends, all that any heart ought to have desired; still, there was within me a restless longing, an unsatisfied and apparently insatiable yearning for the home



of my childhood and the friends of my earlier years. All things there seemed to conspire for my happiness and good fortune;—society at once received me; the charms of that sunny region lured me; business, much more than I had a right to expect, rushed to me; kind words greeted me; and smiling faces cheered me in my lonely situation; still, the haunts of my school-boy days were not there,—the dear companions of my young manhood were not there,—he, to whom I owe a deeper debt of gratitude than to any other, was not there,—the grave of my sweet, sainted mother “where angels watch and weep” was not there,—in a word, my heart was not there,—it ever turned, like the needle to the pole, tremblingly back to its deserted jewels, the precious treasures of an immortal spirit worth more far than the wealth of Cræsus or the glory of Tully; and, tearing myself from the worldly gods which had enticed me thither and the cherished friends there whose kindnesses and courtesies can never pass from my memory, I directed my steps back to the Old North State. And now

“I stand upon my native hills again,  
Broad, round, and green.”

There I was discontented,—there I was unhappy. Here, I am contented, the better contented from having gone thither, and here I will eat as much of the ambrosia and sip as much of the nectar of human bliss as the uncertain wheel of Fortune will permit me. But oh! as I have heretofore intimated, let your young men go, if they are dissatisfied; they will never rest, if they have made up their minds to go, until they have gone; nor will they, I am equally certain, be contented, until they return. They may live in some distant land—they may die there; but they will never, never, never be contented there, no, never! Still, let them *go*, but let no good and gifted young men *desert* their birth-land; let only those leave *for aye*, who “leave their country for their country’s good.”

In other particulars, we differ very widely and very essentially from the inhabitants of Sir Thomas’ island. They loathed reckless extravagance, abhorred outrageous crimes, confided implicitly in each other, were harmoniously united, and were unceasingly industrious. How different are our people! Extravagance! reckless extravagance!—it is the idol of this age, at whose shrine millions of dollar-offerings, wet with the tears of breadless children and homeless indigents, are daily made, and by persons, too, who, like the foolish virgins, have no oil for their lamps—without the simile, *no money for their wants*. Crimes! outrageous crimes!—why, the journals of the nation have, in almost every issue, horrid stories of wrong, and oppression, and bloodshed. Only a few weeks ago, Ossawatamie Brown, of Kansas memory, who has suffered for the base and fool-hardy *emute* which he incited, and his comrades in crime, who are this day, perhaps at this very moment, ignominiously atoning for their part in that foul and atrocious tragedy, to carry out the machinations of their diabolical hearts, poured out the blood and sacrificed the lives of innocent, unprotected and unsuspecting men, at Harper’s Ferry, not far from the tomb of the revered Washington, and well-nigh in the very centre of this free and christianized country.—



Likewise, in every section of the Union, there is continual distrust of each other among our people, and, in many cases, well-founded distrust; in business transactions, they, often, and sometimes necessarily, watch one another with the sharpness of lynxes, for the Shylocks of Shakspeare's times seem, in this country, to have grown from dwarfs to huge giants; and, in national political matters, recent occurrences fearfully demonstrate, that corruption and treason perished not with Benedict Arnold and Aaron Burr. Party bickerings and sectional jealousies are distracting and alienating the different States of the Confederacy from one another; good and patriotic men are supporting dangerous and, often-times, wicked measures of public policy, because, forsooth, in the stupor or lethargy of their intellects or from shameless carelessness, they permit, slavishly permit, others, who are not seldom less capable of reflecting than themselves, to think, reason, and form opinions for them; and discord, secession, fillibusterism, disunion, higher-lawism, abolitionism, Brownism, Helperism—all these demons of thought, whose tongues are "set on fire of hell," are engendered in the brains of idle and profligate men, men without honorable and useful employment, never in the minds of honest, industrious, patriotic persons. Young men, my peers in life, let me entreat you to shun all this bad company, to avoid extravagance, crime, tricksters in business, extremists in politics, the disloyal to their country, idleness and that, which is worse than idleness, industry in a bad or disgraceful cause. Be industrious in some honest, praiseworthy employment, and you will be better men; be industrious in some undertaking which promises good to yourselves and the world, and you will be wiser men; be industrious in some vocation which is gainful to you and beneficial to society, and you will be purer and more disinterested patriots! Let your love for your own State and that you bear to the other members of this glorious Confederation be wrought and consolidated into one fervent, confiding, united and indissoluble affection for the whole country! And, while civil war, with its desolating and blighting curses, "red with uncommon wrath," is unheard of, unknown and unfelt, let the rural hymn of Lydia H. Sigourney be on the tongue of every loyal American, and be vocal in every field and forest of America:

"Work, Farmers, work!

Change the rough mold

Into the corn-sheaf,

Glittering like gold:

Into the garden-roots

Heathful and fair,

Into the clustering vine

Purpling the air.

Work, Farmers, work!

Better than the soldier's trade,

Slaying what his God hath made,

Crushing down in bloody strife,

Hearts all redolent with life,

Better is your art that fills

With food and joy the earth it tills.

Work, Farmers, work!"



## ADORN THE MIND RATHER THAN THE PERSON.

[This having been given, among other themes, to a class in one of our Female Seminaries, one of the girls handed in the following, which has been placed at our disposal and which we give just as it came from her hands.]

Adorn the mind rather than the person, indeed! stuff! nonsense! Old, antiquated precept, that might have done very well for our grand-mamas, but which no fashionable young lady of the present day would for a moment think of obeying. Why what is, and should be, the "chief concern of *ladies* here below?" Is it not to appear well in society, receive attention, and finally, if she feel so disposed, to m——, no matter what? And this being so, is it not perfectly reasonable and right, that she should employ the means most likely to secure success? Now I appeal to the experience of all my sister ladies, if a fair exterior, fine outward decoration, have not greater charms for most persons, and especially gentlemen, than all the learning a woman ever possessed. Are not our respectability and standing in society estimated more from the abundance, richness, and variety of our wardrobes than any thing else. Take one of our fashionable parties or balls for an example: what kind of ladies receive the most attention, who are most flattered and caressed? Is it your long-nose, sharp-chin, pale face, shabbily dressed literary character? Ha! Ha! Is it those who know all about Chaucer, Spenser, Shakspeare, Milton, Addison, Johnson, &c., and can talk learnedly of the rise and fall of the Roman empire, the Invasion of William the Conqueror, the Feudal System, Magna Charta, and all those sort of things? Ridiculous! Every body knows they are generally stored away in some dark corner, where they remain the whole evening, looking as if they wished they were at home. It is the fashionable and finely dressed ladies that receive all the attention.

We do not however object to a *little* learning. We ought to read well, and keep up with the polite literature of the day; that is, we ought to read all the nice novels as they come out, and be able to tell all about them when they are introduced as subjects of conversation. No one is really fashionable unless she can do this; besides, it gives variety to our conversations, and is therefore important, nay, I might say indispensably necessary. Moreover, every lady ought to be able to sing well, and play well on some instrument; she ought also to know something about the different authors of music, and be able to criticise their compositions, and talk of their comparative merits. It would be well enough, too, if she knew a little about French, so as to throw in a French phrase now and then; it gives one the *appearance* of being learned, besides it is quite the fashion. Farther than this, there is no sense in a lady's going. This is enough to make her fashionable, and what more ought she to want? She had far better devote her *valuable* time to studying the latest fashions, so as not to be like a goose when she goes in company, than waste it in reading dry history or still drier



philosophy. And if one studies the fashions as she ought to, she will find little time to spare on other things. Changes are taking place almost every day. Yesterday that thing was fashionable, to-day this; yesterday that kind of ribbons and laces were worn, to-day this; yesterday the hair had to be done up in a certain style, to-day in quite a different style; yesterday our curls had six kinks, to-day seven; yesterday hoops were *only* ten feet in circumference, to-day fifteen. It is no child's play, I can assure you, to keep up with all these changes, and always to be dressed a-la-mode. But yet there is a pleasant excitement in it; much more than in reading dry books. How anxiously we await the arrival of Godey, and what a pleasure there is in reading the many nice things he tells us about dress; O Godey, thou art a friend of ladies! By the way, I received a lecture on this very subject not long since; indeed, it was a real sermon. It is perfectly astonishing what queer notions old folks do have about some things. To give you an idea: I was told that it was indicative of small mindedness to let dress engage so much of my attention; that I had an immortal mind that was capable of indefinite expansion and that, as it was the noblest part of my constitution, the distinguishing characteristic of mankind, I should devote the greater part of my time to its cultivation. I was reminded of my present opportunities for improvement, and was told if I did not use them that I would some day regret it. I was told too of the great pleasure, to be derived from books, and that all sensible persons would think more of me, if I had a well disciplined and well informed mind; than if I dressed ever so fine &c.

But this is all *stuff*: it will not do for fashionable young ladies. Old folks may think, and say what they please, but as for me, I can say in the beautiful language of the poet, "Give me fine clothes, or give me death!"

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A NUT TO CRACK.—My neighbor has eight gallons of wine in an eight gallon keg. His brother buys half of it. How shall he divide it equally by measurement, when he has but a five and a three gallon measure to do it with?

The following table presents the solution:

	8 gal.	5 gal.	3 gal.	
1st condition.....	8	0	0	the vessels as they stand.
5d    "       .....	3	5	0	filling the 5 from the 8.
3d    "       .....	3	2	3	filling the 3 from the 5.
4th   "       .....	6	2	0	emptying the 3 into the 8.
5th   "       .....	6	0	2	emptying the 5 into the 3.
6th   "       .....	1	5	2	filling the 5 from the 8.
7th   "       .....	1	4	3	filling the 3 from the 5.
8th   "       .....	4	4	0	emptying the 3 into the 8.

Which effects the proposed division.



## COMPARATIVE PHILOLOGY.

## NUMBER TEN.

It is proper before proceeding farther with the examination of the Turanian languages, to lay down a few great principles, which must guide us, here in particular, as well as in the whole domain of speech. These must be derived from the study of language itself.

Scholars know that the so-called Romance languages, viz : Italian, Provençal, French, Spanish, Portuguese and Wallachian, are derived from the Latin engrafted upon the stock of the preceding tongues. We have here one language developing itself into six with whose history we are acquainted. It is fair to presume that the linguistic phenomena exhibited in this transformation would be but a repetition of what has occurred in many similar instances and to a great degree may serve as a standard of comparison. In this case, we should expect to find coincidences both in the words themselves and in their grammatical forms, moulded of course by the influences that spring from the peculiar life of each race.

We should also expect to find differences as each comes in contact with different physical circumstances and different races of men.

For example the *f* of the Latin becomes *h* in Spanish. Compare *filius*, *facies*, *facere*, *forma*, *fabulari*, *formosus* &c., with *hijo*, *haz*, *hacer*, *horma*, *hablar*, *hermoso*. Again *ct* in Lat. becomes *tt* in Italian and *pt* or *ft* in Wallachian : as in Lat. *factus*, *pectus*, *coctus*, *octo*; Italian *fatto*, *petto*, *cotto*, *otto*. So Wallachian *doftor* for doctor, *copt* for *coctus*, cooked; *lapte* for *lac*, milk, *pept* for *pectus* &c. Knowing these and other similar facts we would not undertake to derive Wallachian *optu* from Port. *oitu*, or Fr. *huit* from It. *otto*, Sp. *ocho*, but we should easily explain them all by a reference to the Lat. *octo*. By such processes, if we had no knowledge of the historical existence of the Latin, we should infer a language like it, in which the Romance languages had a common origin, and to which they stood in the relation of daughters to mother.

The same is proved true in respect to the modern languages of India in reference to the Sanskrit, as well as of the Germanic language in reference to their original Gothic stem. These processes give us groups of languages and are to be extended through all the multitudinous tongues of earth. The next step is to determine the relationship of these groups to each other. There will be two kinds of relationship and two methods of investigation. The first lexical, in respect to the body or stems of the words; the second grammatical, in reference to the means of expressing relations. As in the case of the Romance languages cited above, words having similar meanings are compared together and their phonetic laws of change determined. By the united labors of Rask, Bopp, and Grimm a wonderful principle running through the Indo-European languages has been developed, known as Grimm's law of consonantal change or as he terms it *Lautverschiebung*. So great is the value of this law that I will introduce and illustrate it here so far as it can be done in English type.



We must first lay down the three classes of mutes, *tenuës*, *mediæ*, and *aspiratæ* or smooth, middle and rough. The *tenuës* are p, k, e, qu, t, and corresponding characters in other tongues; the *mediæ*, b, v, g, d &c; the *aspiratæ*, ph, f, kh, ch, h, th, &c.

In the application of this law the Indo-European tongues arrange themselves in three classes. 1st the Sanskrit, Greek and Latin with which the Lithuanian and Zend nearly correspond, 2d the Gothic, 3d the Old High German. Grimm considers the *mediæ* as the ground-forms of the mute consonants and enunciates his law as follows: "the media of each of the three organs goes over into *tenuis*, the *tenuis* into *aspirata*, and the *aspirata* again into *media*. In this manner the circle is ended, and must begin anew in a similar manner." History German Language p. 276. These changes take place substantially in passing through the three classes of languages mentioned above according to the following scheme, arranged from one prepared by Prof. Max Muller :

1st	2d.	3d. classes	1st	2d	4d.
1 B	P (b)	PH (f)	6 CH (h)	G	K
2 P	PH (f)	B (v. f)	7 D	T	TH (z)
3 PH	B	P	8 T	TH	D
4 G	K (c)	CH (kh h)	9 TH	D	T
5 K	CH	G			

I give a few examples in illustration :

	<i>Sanskrit,</i>	<i>Greek,</i>	<i>Latin</i>	<i>Gothic,</i>	<i>Old H. G.</i>	<i>N. H. G.</i>	<i>Eng.</i>
1	Sana-bisa,	kannabis,	eannabis,	hanpr,	hanaf,	hanf,	hemp.
2	pád padas,	pous pod-os,	pes ped-is,	fotus,	vuoz,	fuss	foot.
	pitar,	patêr,	pater,	fader,	vatar,	vater,	father.
3	bhar,	phero,	fero,	baira,	piru,	—	bear.
	bhratar,	phratêr,	frater,	brothor,	pruoder,	bruder	brother
4	ganas (birth)	genos,	genus,	kunni,	chunni,	—	kin.
5	hrid,	kardia,	cor. cordis,	hairto,	herza,	hertz,	heart.
6	hansa,	khên,	anser,	gans,	kans,	gans,	goose.
	dvau	duo,	duo,	tva	zuei,	zwei,	two.
7	dyaus, sky,	zeus (dios),	Dies-piter,	tius,	zio,	—	Jupiter.
8	tvam,	tu su,	tu,	thu,	du,	du,	thou.
9	duhitar,	thugatêr,	—	dauhtar,	dohtar,	tochter,	daughter
	dvar,	thura,	fores,	daur,	tor,	thor,	door.

This principle, like a line of light, binds the Indo-European tongues together.

Grimm, in the place cited, gives several hundred illustrative examples, to which I propose to return again at a proper time.

Prof. Fowler has collected examples illustrating its application to English in his larger English Grammar pps. 175-176.

The same acute scholars have discovered other important relations of a similar nature.

Similar investigations are to be made in other classes of languages, though not with so wide results. The harmony of vowels in the Finnic and Turkic languages, and the consonantal changes noticed in some of the Turanian for example.



By these and similar investigations a new and exceedingly valuable department of linguistic science, Comparative Phonology, has been developed.

In this manner the bodily forms of words may be compared. The second and more important method is the grammatical; since grammatical forms change very slowly, while the lexicon may be rapidly overlaid with foreign words. "The life and soul of a language," says Prof. Muller, "that which constitutes its substantial individuality and distinguishes it from all others, is its Grammar." Languages adopt words freely but scarcely ever grammatical forms. Thus in "Avarice produces misery" every word is Latin, but the "s" in produces serves to show its Teutonic character. Were we ignorant of the history of the English language, and were we to sit down to examine it as a foreign tongue, we should find it lexically compounded of Celtic, Teutonic and Classical words, and might be in doubt, at first, where to range it; but a glance at its grammar would show at once its Teutonic character. The vital power of the Latin is shown in its sway over the empire, where it routed everything but the Greek and Teutonic tongues, yet subjecting the most of what it received from them to its forms; in its still living power in the Romance languages and especially its sway over the Frankish and Norman elements in the French. The Turkish is so overgrown with Arabic and Persia words, that a real Turk from the country understands but little of the idiom of the capital,—the Osmanti; still all its grammatical forms are purely Tataric. Indeed it is easy to see that the body of two languages may be so different as to bear but little or no resemblance, while they may be intimately connected by their grammar. Such is the case among many Turanian idioms.

Besides grammatical forms there are certain classes of words, which languages retain with nearly equal tenacity; pronouns, numerals, and many particles. We have adopted many verbs from the French and use them instead of our own, but we never say "Je pay," "nous pay," but I pay, we pay. No Englishman ever spoke of the "Dix commandments," or the "Deux pieces de veal," his numerals remained Saxon though his nouns might be anything else. The oblique forms of the pronouns from the personal inflection of verbs in the Arian and of verbs and nouns in the Semitic languages, thus giving direction to the activities expressed by the roots. If they fall away or their power is obscured or forgotten then and then only, except in emphasis, the direct form is placed before the verb, as is the case in English and French. This may be illustrated and an important fact expressed by comparing the conjugation of the present of *to be* in the older Arian languages. The root is "es" or "as."

<i>Sanskrit.</i>	<i>Greek.</i>	<i>Latin.</i>	<i>Lithuanian.</i>	<i>Old Slavonic.</i>
S asmi	esmi	(e) sum (i)	esmi	yesmi
asi	essi	es	essi	yesi
asti	esti	est	esti	yesti
P 'smas	esmen	(e) sumus	esmi	yesmo
'stha	este	estis	esti	yeste
'santi	enti	(e) sunt	(esti)	sunti



I give these forms nearly after Muller. Bopp makes them somewhat different. Greek *emmi* for *esmi* from which comes *eimi*; *esmes* for *esmen*. These terminations are retained in Greek verbs in *mi*, and imperfectly in the so-called regular conjugations. Taking the verb love *ama-o* for example the primary idea in the first person would seem to be, loving proceeding from me as the agent or loving I=I love, and so with each of the other directions. In expressing other tenses, other elements were added, which must have been originally expressive, for instance, in Latin *ama-ba-m*, loving was from me or I was loving, and so with other forms, the exhibition of which is foreign to my purpose.

Another illustration is found in the forms of the Romance futures. Italian *cantero*, I shall sing; French *chanterai*; Spanish *cantari*; Portuguese *cantarei*. By comparison of Sardinian and old Italian forms it is rendered probable, that *cantero* is for *canter ho*, I have to sing=I will sing. So also French would be *chanter-ai=j'ai à chanter*, I have to sing. Proof of these facts is found in Provençal forms like, *dir-vos-ai=Je vous dir-ai*, *dir vos em=nous vous dir-ons*, I shall tell you, we will tell you. These and similar illustrations teach us important facts. First these elements were once separate and significant and may have been held firmly apart. There was a time, however, when they became inseparably united with the root, their primary meaning was forgotten and they were looked upon simply as integrant parts pointing out various relations. In the ordinary state in which language comes to us these forms are obscured and worn like coins, which have been long in use, yet still maintaining something of their original worth.

That these may be handed down and be intelligible, requires that they be fixed firmly in the national mind. This necessitates a settled life, wide and general use, constant social intercourse, a literature either oral, or written, handed down from generation to generation. We find that this is the case only in settled agricultural or commercial nations. It belongs to the active, advancing, thinking part of the human race, to the Arian and Semite almost alone.

It must be remembered carefully that neither the Arian nor Semite in the full stage of his language was ever conscious of the meaning of his grammatical forms. Even in our own consciousness, as the study of language is generally pursued, they are dead forms upon lifeless stems. We look upon them as we do the rocks of our hills, more as the accidents of nature than as significant forms full of life and meaning. We study language in the spirit of a mineralogist, who should devote his whole attention to the angles and faces of the mineral kingdom, without ever thinking of the elements which form them or the mysterious forces which build them up and bind them together. It is the office of comparative grammar to restore these forms, to revivify the vanished pictures, and to set before us the forms of language in their original state.

It is important to observe that Grammar as a science sprang up when men began to look upon their languages as something passed from and exterior to them, like a foreign tongue. Sanskrit grammar, undoubtedly the oldest of all, sprang up when the language had ceased



to be a spoken idiom. Such at least was the case at the time of Pānini 350 B. C.

We owe our grammar to the Greeks of Alexandria who studied and criticised the forms of their mother tongue, when its classical period had passed away and its treasures were an object of research. This unconsciousness of grammatical forms is among nomadic races impossible, except, at least, when like the Fins and Magyars, they acquire a settled life and a national literature; then like these they approach the character of the inflected languages. In Finland the "Kalewala" of Wainamoinen, a poem equalling in length and completeness the Iliad, says Müller "will claim its place as the fifth national epic of the world, side by side with the Ionian songs, the Mahabharata, the Shah-namah, and the Nibelunge." Beside these the only other parallel case recollected is that of the Chinese, which as suggested was separated and mummified before these forms of speech arose. Among the Turanian races, with the exception of the Osmanli Turks, no empire has ever existed for more than one or two generations. Simur, Attila, and Genghis, have collected vast masses of men and rolled like inundating floods from the shores of the Pacific to the centre of Europe, but the waves fell as soon as they rose.

There is a great fact connected with language, developed in cases like these. Like varieties of species in nature, forms of language retain a great degree of permanency, and change but slowly under the wear of time. Yet the change is constantly going on, as may be seen in any language. Thus in the case of the Latin there was a *lingua rustica*, differing from the idiom of Cicero and Livy, as in every language the speech of the masses differs from that of the learned. When in process of time the intelligence and worth of Rome was broken down and on the ruins new forms arose, these ruder unnoticed idioms took the place of those that had passed away and the Romance languages came into being. The same thing took place in the transition from Gothic to Old High German, and from that to the New, so strangely marked by the change of consonants as exhibited in Grimm's scale.

Two processes of change are indicated, one of secondary growth, old forms passing away and new ones coming into use; the other of dislocation produced by migration or invasion.

In the Nomadic languages these sudden changes must have been constantly occurring and hence one cause of great diversity. Again in such a state of society there can be no uncertainty of expression, no incompleteness in forms. The relation syllables, though their primary meaning may be lost, must preserve their form unimpaired. If the purpose is to express the idea of number, that may be expressed by a variety of words expressing plurality, like, "animal-mass animal-heap" &c, for animals. At any given period one of these words may be used to the exclusion of others, while a kindred tribe may use a different term. Colonies from the same village may and do diverge in lapse of time so as to become unintelligible. The forms used must be perfect and the method of formation always the same, is the ruling principle. Hence irregular forms and defaced terminations are impossible, and are cast out of the language as dead matter. Again



these languages possess the power of renovation. If a syllable expressing plurality is lost any other expressing the same idea may take its place, and so in regard to other relations. In this manner the Tungusic dialects, which in the Mandshu are almost destitute of grammar, have in the language of Nyertshink a complete and intelligible system of forms.

In a language like the French or English changes are slowly made since it is necessary that the words should be understood by all who use it. But in a distant hamlet of Tartary or Siberia changes are rapidly and easily made, since there are few to be consulted, and most know before hand what is to be said.

The result of all these circumstances is that dialects near each other may not have many correspondencies in words and those more remote scarcely any. Grammatical forms upon which we have principally to rely can be expected to coincide only in similarity of function and formation.

These principles thus attempted to be illustrated, marking the differences between Arian and Turanian grammar are of the highest importance and bear heavily upon the question of the origin of grammatical forms; whether for instance Turanian forms spring from Arian or Arian from Turanian. If the principles exhibited above are correct, the evidence is in favor of the latter.

C. W. S.

TO BE CONTINUED.

## BISHOP CAPERS ON CHILDREN.

The following sensible remarks about children, and children's amusements, occur in the autobiography of that lamented Bishop of the Methodist Episcopal Church, Rev. Wm. Capers, D. D.

"And I say now, let children be children. Let them have their plays in their own way, and choose them for themselves. We only spoil it by interfering. And I say more; away with all sickly sentimentalism, and the cruelty of unnatural constraint. What a deprivation it would have been to me at Bellevue to have been refused my traps because it was cruel to catch the birds! But I had my traps and never dreamed of any cruelty in the matter. My father made the first one for me, and taught me how to make them, and how to set them, and to choose proper places for them. But he never made a cage for me, nor did I ever want him to make one. God has given me the birds to eat, if I could catch them, but not to shut them up in cages, where they could do me no good. No artificial cases of conscience were made for me. I loved the birds. I loved to see their pretty feathers, and to hear them sing; but I loved to taste of their flesh still better. And I might do so as inoffensively as a cat, for anything I was taught. The use gave the measure of right in the case. Such as I could not eat I would not catch; and I hate to this day the mawkish philosophy which gives to the birds the sympathy due to the children. Let the children



be free and active. Let them have a mind and will. And let them have a parent's faithful guidance; neither the ill-judging weakness which is ever teasing them with interjections that mean nothing, nor the false refinement which, while it must have the birds to go free to carol in the groves, makes caged birds of the children, nor the tyranny of constraining them out of all their simple, gleeful nature, to behave like old people."

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### TEACHERS' ASSOCIATIONS.

In every pursuit in which a combination of talent or experience is requisite, men have found it expedient to unite themselves into one common brotherhood. The most learned and experienced men of all ages have seen and felt the necessity of such a union of feeling and sentiment as would concentrate and strengthen, elevate and perpetuate their actions; and judging of the future by the history of the past, we may confidently affirm that no undertaking, however great in itself, will ever prove eminently successful without united effort on the part of those concerned. Wherever associations have been formed for the promotion of the common good, they have seldom failed to accomplish the end designed.

Teachers' Associations, so far as relates to North Carolina, are of so recent origin that the good or evil resulting therefrom is a problem yet to be solved; but, that such associations have long existed and wrought abundant good, we need only refer to the history of many of the most enlightened countries in Europe, and to that of New England for proof. The first thing of the kind in this country, if we mistake not, was organized about thirty years ago in the State of Massachusetts, and such have been the happy results, that teachers are now establishing them in every part of the Union.

The object of Teachers' Associations needs scarcely to be explained, as it is well understood to be the promotion of the cause of education; the more general diffusion of knowledge; the elevation of the teacher, more especially the common school teacher, both morally and intellectually; the encouragement of teachers; and the awakening of a deeper interest among the people on the subject of education.

Then, if there is any need of an improvement in the plans and operations of our common school system, which no one will pretend to deny, it only remains to show how the formation of Teachers' Associations can accomplish those desirable ends for which they are intended, in order to demonstrate their importance.

We are sadly reminded that education in this State, at least, has been too much neglected. Men whose literary attainments would have eminently qualified them for the instruction of youth and whose influence might have done much towards promoting and elevating the cause of education, have, in most cases, devoted their time and their talents to other professions less laborious, if not more esteemed among men. Indeed, so great have been the defects in our system of schools, and so



many the difficulties to be overcome, that no one individual has the moral courage to front them all and battle alone amid so many opposing currents. Hence the necessity of united effort on the part of teachers. To effect a reform is a work which they must begin themselves, if it is ever begun at all; and the time has already come when this great work of reformation should be undertaken. Do we wait for assistance from others? Then we will never begin at all.

Were all the teachers in each county of the State to form themselves into County Associations, and hold their regular meetings, this fact of itself would awaken an interest in the schools, and stimulate both parents and pupils with a zeal for information that has never been seen or felt in our State. Teachers would thus secure for themselves a higher position in society, and command the respect and confidence of the people, by showing that their object was not merely pecuniary emoluments, but also a desire to raise the standard of education.

Nor is this the only way in which such meetings would do good. With but few exceptions, the teachers employed in our common schools are quite young men, with but little experience in teaching; with no means of correcting errors and making advances in the utility of their profession, but by their own unaided efforts. Let them assemble in communion with others not only for the purpose of receiving instruction, but also of imparting to others, of comparing views, and diffusing practical ideas of teaching; and who can foresee what good may be accomplished in a few years! Some of our older and more experienced teachers might, by way of lectures or practical demonstrations, give the younger and less experienced portion many valuable lessons which otherwise would have required years of labor and experience to acquire. Many of the errors into which young teachers often unconsciously fall might thus be prevented; and hints given by which their modes of teaching might be greatly improved: such hints, if given in the proper spirit, will generally be received, and closely followed by the inexperienced. Moreover, by the contact of different minds, many valuable suggestions will certainly arise: more new and useful ideas will thus be brought to light than in any other way. As it is by the collision of the flint and steel that the spark is elicited, so it is by the collision of different minds that new ideas are brought out.

Not a few of the young teachers, from the many difficulties to be encountered, abandon their profession, when a few practical suggestions might enable them to see where their difficulties arose, and thus save them from innumerable perplexities; and perhaps retain many useful members. But this is not the only way in which such associations are productive of good. They encourage the teacher to persevere, by being thus brought in contact with others engaged in like pursuits with himself.

Toiling day after day, amid the hum of the school-room, often without comfort or convenience; surrounded by obstacles and discouragements, weighed down with cares, and finding none to encourage him, he is almost ready to despair, and abandon his calling. But when he sees that he is not alone, that there are others to sympathize with him, he feels buoyed up in spirits, and resumes his labors with renewed vigor, deriving, as it were, new strength from this community of feeling.



Such meetings, if entered into with the proper spirit and rightly conducted, will engender a professional feeling amongst teachers, a desire for improvement and a laudable ambition to excel. By elevating the character of the teacher and by giving him a more prominent place in society, you will bring into service young men who are now seeking to distinguish themselves in other professions; and at the same time drive from our ranks those whose moral and mental qualifications render them incompetent for so important a post of duty. For so soon as people become thoroughly informed as to the duties and responsibilities of teachers, those who are unworthy their calling will be no longer employed.

The importance of a high standard of morals among teachers can not be overlooked or disregarded when we consider the tremendous influence that may be exerted, either for good or for evil, over the minds of those entrusted to their charge. To their guardianship is entrusted the jewels of the nation, the hope of the coming generation. It is mainly through their efforts, that we may hope to rise to a higher position amongst our sister states, or by their neglect or disregard of duty that we may sink lower in the depths of ignorance.

It was remarked by one of the ancient philosophers, that had he the care of the youth until sixteen years old, he could soon place himself upon the throne. If then so much depends on the proper training of youth should there be so much indifference as to whom this all-important work is entrusted? Still in nothing do people manifest a more wilful neglect. Everywhere we see them entrusting their children to the care of those with whom they themselves will by no means associate, and with whom they would not even so much as trust a horse. Can any man feel that his children are safe in the hands of those whom he can not bring into his own society? Shall they, whose code of morals compares favorably with that of the savages of Central Africa, have the moulding of the pliable minds of the young? We not unfrequently see men taking upon themselves the responsibility of teachers who care as little for the future, or even present, well being of those under their charge as a Turkish prince does for the welfare of his subjects, possibly not quite so much.

Now unless the teachers, as well as the parents, are aroused to a just sense of duty, and that too, speedily, we can not even maintain our present position as a State.

But agree that much has already been done, by a few individuals, yet much more remains to be done, before the people are thoroughly and efficiently aroused on the subject of education.

Among the better classes, or rather among the more intelligent classes, education is beginning to be viewed in its proper light, but not so among the masses. Our schools of higher grade compare favorably with those of the other states, while our colleges and seminaries are filled with teachers inferior to none. Altho' our school fund is larger in proportion to population than that of almost any other State and our Legislatures have made ample provision in this respect; yet notwithstanding all this, do our common schools compare favorably with those of the other states? Is it not a sad truth that education among the masses is more neglected in this, than in any other State in the



Union? What does the census report show? What rank does North Carolina occupy amongst the other states in point of education? Alas! humiliating as it is, we must confess the truth that she stands "foot." Who then have neglected duty? Have the teachers discharged their *whole* duty? Does the responsibility rest upon others alone? We much fear the greater responsibility rests upon the teachers.

Now if an organized society of teachers can avail any thing in stimulating us to greater effort and arousing the people, neither of which we have reason to doubt, why does not every teacher come out and join us? and let us have an association in every county in the State? And when we have organized let us subscribe for the N. C. Journal of Education, write for it and in every way possible encourage its circulation. Without an organ we can not understand each others plans. In fact no organized body can effect much or hope for permanency, without some good circulating exponent of principles and rules of action.

W.

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### TAKE TIME.

As educators, we must not forget that education must be slow and careful, in order to be sure. Time is an element of education, just as essential as it is in the growth and development of the body. It is a slow process for the mind to take, digest, and assimilate mental food. In this fast age, we are inclined too much to fall in with the spirit of the times, and resort to the process of forcing and cramming. Immediate results are demanded, and we attempt to give them by teaching everything in less than no time. In this, there is danger of making *smart* boys and *small* men, of raising up a generation of superficial, quick-minded men and women, ready to be carried away with every new wind of doctrine, instead of the wise and thoughtful, who, in every age, are the support and main stay of society.

The teacher must not yield to this demand for immediate results. The greatest artists have always been slow workmen, because they work, as did the great painter, for eternity. The strong and vigorous intellect is of slow growth always. The lofty edifice, to endure for ages, rises brick by brick, and stone by stone. When the foundation is brought to the level of the soil, the superficial may suppose that nothing is done, yet upon this foundation depends the value and permanency of the whole structure. A large portion of learning, and the very best portion of it, is to learn how to learn, and yet in the acquisition of this power there may be no apparent progress.

Thus, in our very advancement in the multiplied improvements and facilities of our day, there are special evils and dangers to guard against. As the skillful engineer in guiding his locomotive in its wondrous flight over river bridges, through mountain tunnels, or even in its track upon the smoothest plain, must never for a moment intermit or remit his attention, so in our rapid advance, we must have a double guard, we must exercise a vigilance that never slumbers for a single moment.—*Daniel Read.*



## THE LIGHT OF THE AGES.

*An ode sung at the Inauguration of the Normal and High School,  
Charleston, S. C., May 19, 1859, by MRS. GILMAN.*

When nature, at her primal birth,  
Lay crude and wild, from chaos born,  
A sable pall o'erspread the earth,  
A "darkness felt" before the dawn.  
Then came the mandate, "Be there light!"  
Young ocean brightened in its flow;  
It kindled up the mountain height,  
And cheered the *humble vale below*.

When man lay plunged in deeper gloom  
That lowered around his *moral* sphere,  
When death, within the unyielding tomb,  
Sealed every hope the soul held dear,  
The "Sun of Righteousness" arose,  
Gave us the Father's will to know,  
And while it tinged the mountain snows,  
Sought and redeemed *the vale below*.

Another cycle sped away;  
Light dwelt alone in learning's bowers;  
Monastic shadows, dim and grey,  
Absorbed man's intellectual powers;  
And when the Sun of letters shed  
A fitful lustre, struggling, slow,  
While gleaming on the mountain head,  
It left the *vale in mist below*.

But now, Christ's oriflamme unrolled,  
Floats, rayed with love, o'er earth and sea:  
And breaking up mind's crusted mould,  
*Thought* springs to birth, elastic, free,  
And bids the *School*, with generous aim,  
Plant beacon lights along the land;  
While *hill and valley* catch the flame,  
And pass the torch from hand to hand.

## Resident Editor's Department.

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COUNTY BOARDS.—The “County Boards” occupy an important position, with regard to the Schools of their counties; and the prosperity of these Schools depends, in a great degree, upon the manner in which they discharge their duties. Their first duty is to elect a *chairman*, who is competent to superintend the operations of the whole school system, within the limits of his county, and who will discharge all his duties faithfully and impartially. And scarcely less important is the choice of examiners who can judge of the qualifications of teachers and who will license none but those who are competent to teach.

But their very title—“Board of Superintendents of Common Schools” shows that their duties do not end here. They should examine, constantly, into the condition of the schools around them; should see in what manner the District Committees discharge their duties; should find out, as far as possible, the character of the teachers employed; and should *meet* frequently during the year, to consult in regard to such matters as may present themselves to the individual members, to devise means for the improvement of teachers and to awaken a more general interest in the subject of Common School education.

They should feel that they are selected as the men best qualified to superintend the interests of general education, in their respective counties, and that the rising generation looks to them for the means of mental improvement. Whenever they can be brought to look upon the responsibilities of their position in this light, we may expect to see the result, in the improved condition of our schools.

As a means of diffusing information among the “committee men” and of affording to the General Superintendent a direct medium of communication with them, we would again call attention to the law allowing the Boards to subscribe for the JOURNAL. We can think of no other means by which information, in regard to the School laws, the special duties of committees &c. can be so readily communicated to them. And we know that it is the purpose of the General Superintendent, so soon as the Boards will furnish him this medium, in any considerable number of counties, to make use of it for the purpose of exerting an influence on those who have the *immediate* control of the Schools: and we hope that other school officers and friends of common schools will also communicate with each other through this channel.



EDUCATIONAL MEETING.—We extract the following from the proceedings of the last meeting of the Forsyth Educational Association. The Teachers of Forsyth county deserve credit for the interest they have shown, for some time past, in their own improvement as teachers and the improvement of the schools of their county. We commend their example to the teachers in other counties.

*Resolved*, That this Association appoint a committee of three, to address the Teachers and Committeemen of Forsyth County, upon their various duties and responsibilities as officers of the Common Schools.

*Resolved*, That we require the Examining Committee of Forsyth County, to Examine Applicants to teach, on some of the most important points of the leading articles found in the Journal of Education, and that it shall have some tendency to raise or lower the grade according to their knowledge of the same.

There was also a Committee of five appointed to visit the different Schools in the County, and to report the condition of the same in every particular, especially that of the manner in which they are taught, to the next meeting of the Association. This report will have to do with the awarding of certificates next year.

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ADDRESS OF WM. L. SCOTT ESQ.—We ask the attention of our readers to the Address which we publish in this No. of the Journal.—While it was delivered before an Agricultural Society, it is by no means inappropriate to an educational periodical, since it advocates, ably and forcibly, a much neglected and most important branch of education. It sets forth the the natural advantages of our State, and points to proper mental culture as the means of inducing our sons to develop our own resources, instead of seeking fortunes in newer, though less favored, portions of our land.

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As we are about going to press, we have received subscriptions from several additional Counties, for each School District. We hope that all the County Boards will attend to this matter and give their schools the benefit of the Journal. In ordering the Journal for Districts, the only address that need be given is the No. of each District and the Post Office, most convenient to it.

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ECLECTIC MAGAZINE.—We have received the January Number of this valuable and interesting monthly. We welcome no periodical to our table with more real pleasure. The price is \$5. per annum; but any one sending us \$5. will receive both the *Eclectic and Journal*, for 1860.



BOOK TABLE.

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**HISTORY AND PROGRESS OF EDUCATION**, from the earliest times to the present: Intended as a Manual for Teachers and Students. By Philobiblius. With an Introduction by Henry Barnard, LL. D. New York: A. S. Barnes & Burr.

We hail with pleasure this interesting addition to the already valuable "Teachers' Library" of these enterprising publishers. We sincerely thank the author for the entertainment and the valuable information which this little volume has afforded us. It gives a brief account of all the educational systems, in every age and every country, from the days of Adam to the present time, evidently collected with a vast amount of labor, and written in an interesting style. Every teacher should read it.

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**A TREATISE ON ARITHMETIC**, combining Analysis and Synthesis, adapted to the best mode of instruction in Common Schools and Academies. By James S. Eaton, M. A. Boston: Brown, Taggard & Chase.

This is a plain and comprehensive treatise, with a large number of examples, well calculated to render the pupil familiar with the principles of each *rule*, and so far as we can judge of such a book, without actual trial in the school-room, we consider it a good book for advanced classes.

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**GOODRICH'S SCHOOL READERS**, consisting of a progressive series of Six Readers. Edited by Noble Butler, A. M. Louisville, Ky.: Morton & Griswold.

We have received copies of these Readers from the publishers, but not having time to give them a careful examination, we simply refer to their advertisement, for the present, with the intention of noticing at another time.

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**MANUAL OF GEOLOGY**. Designed for the use of Colleges and Academies. By Ebenezer Emmons, State Geologist of North Carolina; late State Geologist of New York; Professor of Natural History in William's College; Corresponding Member of the Academy of Natural Sciences, Philadelphia; &c., &c. Illustrated by numerous Engravings, principally from American specimens. Philadelphia: Sower, Barnes & Co.; 1860.

This, the most recent manual of Geology, is, in our humble judgment, the fullest and best book of the kind which has yet appeared. The science of Geology is yet in its infancy; and as new discoveries are yearly adding to its facts, or altering its conclusions, the latest books, if prepared by competent hands, are always the most desirable.

The author of the book reviewed has a well-established reputation for great learning in his profession; and he enjoys the important advantage of being an active field explorer in a part of the world deeply interesting to the student of nature.

As far as we can judge, Professor Emmons has availed himself of



his opportunities to the utmost. This book, though professing to be a Manual, is perhaps as full a Treatise as will be needed by the ordinary scholar.

The illustrations are numerous and admirable; and the chapters on *Classification, Volcanoes, Volcanic Action and Earthquakes, Mineral Veins, Mean elevation of land, and disturbances of the Earth's crust, &c.* and on *Soils*, will be interesting to all classes of intelligent readers.

The book contains an ample Glossary of Scientific Words—and if accompanied (as doubtless future editions will be) with questions on each chapter, would become a Text-book in very general use on the subject of which it treats.

We trust the author will be amply remunerated, by the success of his work, for this valuable contribution to science; and we would especially commend the book to the attention of the Colleges and Schools of North Carolina, in which State Prof. E. is now devoting his scientific attainments to the public good. W.

A FAMILIAR COMPEND OF GEOLOGY. For the School and Family. By A. M. Hillside. Philadelphia: James Challen & Son.

The design of this little work is to furnish an easy introduction to the Science of Geology, in a form suited to young minds, not sufficiently matured to grasp the subject as it is usually presented in more voluminous treatises. The author has adopted the catechetical method, which is, in our opinion, an objection to the book, while some will probably consider it a great advantage, as a text-book, since it furnishes questions, for the examination of classes, without trouble on the part of the teacher.

We have long thought that this important and interesting Science should be more generally introduced into our schools; and for this purpose we need a work of this sort, to furnish, in a small compass, a correct idea of the structure of the earth's crust, to those of our youth who cannot devote much time to such studies, and to prepare others, who may be disposed to pursue the subject farther, to understand more readily the more comprehensive geological works.

THE SCHOOL HARMONIST: Comprising Psalm and Hymn Tunes in general use; together with several Tunes and Chants, designed as an accompaniment to Brooks' Manual of Devotion for Schools. By A. J. Cleaveland. New York: A. S. Barnes & Burr.

This little book is neatly gotten up and contains many excellent tunes, with appropriate hymns attached. We hope to see the time when vocal music shall be introduced, as a study, into all of our schools; when the voices of our children shall be attuned in sweet harmony, and their discordant passions subdued by the softening influence of their own music.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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FEBRUARY, 1860.

No. 2.

## READING AND SPELLING.

MR. EDITOR :—I am not a very aged man, but I wear a wig, and cannot help thinking it has added much to my wisdom. I was induced to try this means of promoting a sound judgment and learning, by wood cuts representing famous men. These cuts adorned the pages of a magazine which I read monthly, all through my teens. I should say, perhaps, that “wood cuts” are in modern language “elegant illustrations,” and that I am no longer in my teens. My special need of so early a development of sound judgment, and so much learning, in my teens,—in short, of a *wig*, arose from two sources. First, my profession, that of teaching, requiring discretion, patience, meekness, energy, quick decision, and “every virtue under heaven ;” and, secondly, the very wide range of instruction now given in our country schools. I found, alas ! so it seems to me, that what was gained in *extension* has been generally lost in *intention*. Had more thoroughness, and less variety, of instruction been attempted by me, in my teaching, I should now have less cause to be ashamed of some of my former pupils. But did you ever know any one to learn a good thing from another man’s experience ?

Now, Mr. Editor, I would like to have some of my “notions” tried. I cannot warrant all the wares of “my experience,” but they go well with me. We should remember that the People’s Colleges are now filled with the future citizens of our State, and that the most of the pupils will receive their entire book education within the common school houses, and by teachers such as we.

I would suggest whether the old-fashioned curriculum of *Reading, Spelling, Writing, and Ciphering* is not too much displaced, for the sake of “higher branches,” in these latter days. I do not mean that common branches are not pursued in our schools, or that pupils are not kept at them *years* enough ; for you know the pupil commences early in his course with all, and continues all these studies, winter after winter, until he arrives at that highest school dignity, where he “drops” the Reading and Spelling, and Geography ; and, unless he takes grammar, does nothing but sit upon the back seat and cipher. But have they not lost something of their former prominence in the estimation.



of teacher and pupil? They lie at the foundation of a good education, and it should be the teacher's aim to secure a good knowledge of them. Let other branches of study, if need be, wait. If other studies are pursued, never let the feeling grow up that these primary branches are of secondary importance. From large to small, let all scholars feel that Reading and Spelling are of daily necessity, because of great importance. I have more to say on Reading, and hope, Mr. Editor, you will allow me a new paragraph. Please to head it

#### READING.

Reading is one of the *Fine Arts*. But few attain a high degree of excellence in it. There is hardly a paragraph we pronounce, which a really good reader would not cause to appear as *new*, from his skill in emphasis and inflection. Actors and professional readers *study* pieces which most persons would be surprised to learn had cost any labor at all. The following anecdote of the Tragedian, BOOTH, in illustration of my remarks, was cut from the *Episcopal Recorder*:

A friend tells us an anecdote of Booth, the great tragedian, which we do not recollect having seen in print. It occurred in the palmy days of his fame, before the sparkle of his great black eye had been dimmed by that bane of Genius, strong drink. Booth and several friends had been invited to dine with an old gentleman at Baltimore of distinguished kindness, urbanity and piety. The host, though disapproving of going to theatres and theatre-going men, had heard so much of Booth's remarkable powers, that curiosity to see the man, had, in this instance, overcome all these scruples and prejudices. After the entertainment was over, lamps lighted, and the company re-seated in the drawing room, some one requested Booth as a particular favor, and one which all present would doubtless appreciate, to read aloud the Lord's Prayer. Booth expressed his ready willingness to afford them this gratification, and all eyes were turned expectantly upon him. Booth rose slow and reverently from his chair. It was wonderful to watch the play of emotions that convulsed his countenance. He became deathly pale, and his eyes, turned tremblingly upwards, were wet with tears. As yet he had not spoken. The silence could be felt. It became absolutely painful, until at last the spell was broken as by an electric stroke, as his rich-toned voice, from white lips, syllabled forth, "Our Father who art in Heaven," &c., with a pathos and fervid solemnity that thrilled all hearts. He had finished. The silence continued. Not a voice was heard or a muscle moved in his rapt audience, until from a remote corner of the room a subdued sob was heard, and the old gentleman (their host) stepped forward with streaming eyes and tottering frame and seized Booth by the hand. "Sir," said he in broken accents, "you have afforded me a pleasure for which my whole future life will feel grateful. I am an old man, and every day, from boyhood to the present time, I thought I had repeated the Lord's Prayer, but I have never heard it before, *never*." "You are right," replied Booth; "to read that prayer as it *should* be read has cost me the severest study and labor for thirty years, and I am far from being yet satisfied with my rendering of that wonderful production. Hardly one person in ten thousand comprehends how much beauty, tender-

ness and grandeur can be condensed in a space so small and words so simple. That prayer of itself sufficiently illustrates the truth of the Bible, and stamps upon it the seal of Divinity."

So great was the effect produced (says our informant, who was present,) that the conversation was sustained but a short time longer in subdued monosyllables, and almost entirely ceased; and soon after, at an early hour, the company broke up, and retired to their several homes, with sad faces and full hearts.

In the foregoing extract two facts appear—that good Reading is a noble and uncommon acquirement, and that it is the *result of labor*. Now will your readers tolerate a proposition or two, and their corollaries.

PROP. I. (in the words of Mr. G. F. THAYER) *No one can, unless by accident, read appropriately what he does not understand.* PROOF. Appeal to common sense. Q. E. D.

COR. 1. Good reading is a source of genuine culture. The lifeless words sleep upon the printed page. They are only symbols. Good reading implies the work of apprehension and appreciation. The imagination must be awake to form the pictures, to arrange parts, to weave relations, in accordance with the requirements of the paragraphs. Feeling cannot help following. There is required the skill to represent in tone, and inflection, and quality of voice, and emphasis, the thought and sentiment of the piece. And this again deepens the influence of the piece upon the heart and mind.

COR. 2. It is the teacher's duty to exercise much care in the selection of pieces which shall be worthy of a place in the memory of the reader, in after years.

COR. 3. It is his duty to see that the pupil understands the several words, and then that he comprehends the piece as a whole. Too much labor, here, is hardly possible. The pupil's imagination is to be *coaxed* into exercise, by your genial criticisms and questionings.

COR. 4. It is better that any class in school should read but a few pieces, during your whole winter term, *and read them well*, than to go over many in a slovenly way. When your class leave a paragraph, why should they not be supposed to know how to *read that paragraph well*, just as much as passing a lesson in geography, presupposes that the lesson is learned? Then, the pieces, so studied, should be returned to, again and again, every few weeks. There is more genuine cultivation from the *mastery* of one piece than can come from the partial study of many.

PROP. II. *You*, teachers, will be the *models* for your pupils. *You* must read the sentence as you desire them to do. *You* should study rules, *they* will follow you. My corollary is that the teacher must discipline *himself* as he disciplines his pupils. Open Milton, and try to understand, and then express the high thoughts and lofty emotions worded there. Open Shakspeare and imagine yourself to be Garrick that you may be assisted to personate Macbeth, in saying—

"I conjure you by that which you profess," &c.

Most important of all, *study the pieces you are to teach*. Try one inflection and then another, one emphasis and then another, test and



compare. You are far in advance of most educated men, if you can give the best rendering of any paragraph without careful study.

Then, the pupil will follow your tones and inflections. If, as is often the case, he cannot distinguish the falling from the rising inflection, put the word into the sentence, "Did I say — or —?" and inflect strongly. Let the pupil imitate. Keep up an *animation* in the exercise. Let the pupils in succession try the same sentence, and then the class in concert. Then the first one is ready to proceed. Keep a list of the more common errors in pronunciation, and from day to day, give out the list, pronouncing the words improperly, and letting the class, or school in concert, pronounce the same correctly. As *ben*—class *bin* (*been*); *ex-quis*-ite, *ex-quisite*; *griev-i*-ous, *griev-ous*; *la-men*-table, *lam*-entable, *part*-icple, *participle*; I *done* it, I *did* it; I *will* set here, I *will* sit here; *will* learn him, *will* teach him; I'll *git* it, I'll *get* it, &c. &c.

#### SPELLING.

The use your pupils will make of their knowledge of spelling will be chiefly in writing. Hence they will need the practice of detecting error *by sight*, rather than by sound. Therefore the plan, so extensively introduced into our schools of late, of putting out words for the class to write on slates, and then by some means securing their correction in the hearing of the class; as by having them exchange slates, and then read the spelling of the words in turn,—is a good one. *Try it*, part of the time.

It is common to give out column after column in the spelling book to be learned—without going back to review—to bring up again the same words to the attention of the pupils. It would be better, every week, to review the spelling lessons of the week, and, every month, the spelling lessons of the month; increasing, of course, the length of these lessons in review. The rules for English spelling are but few. Our language has come from several other languages, and has preserved many of their peculiarities of spelling. So it happens, that instead of one letter for each elementary sound, and but one sound for each letter, we have several sounds for each, of many letters and combinations, and several letters and combinations representing more than one sound. WM. GREGORY, M. D., Prof. of Chemistry in the University of Edinburgh, once versified the case of a Frenchman:

"The spelling so bothered his brain  
That he said to the doctor 'I've got a bad *cow*,'  
When the doctor could only reply by a bow.  
Again he attempted: 'I've got a bad *coo*.'  
But the doctor was dumb. Seeing this would not do,  
He bethought him again: 'I have got a bad *co*.'  
And he thought that the doctor was terribly slow.  
And exclaimed to himself, 'C'est un *medicine negaud*.'  
But he tried it once more: 'I have got a bad *cuff*.'  
The doctor lost patience, and said, in a huff,  
'If thus *you go on*, I must take myself *off*.'  
'That's it!' cries the Frenchman, 'I have got a bad *cough*.'  
Now the Frenchman was clearly each time in the right;  
For in spelling *bough*, *through*, *though*, *rough*, *cough*, do unite.  
Besides, for the very same letters we're taught,

The three sounds which occur in '*hough, hiccough, and bought.*'  
And how could a foreigner possibly tell  
What *o-u-g-h* were intended to spell?"

Those words which are often misspelt should be noted and put out again and again. In this branch of study, as in every other, it is necessary frequently *to review*.

But, Mr. Editor, I am quite frightened at the length of this letter. I meant to ask the teachers whether they "had music in themselves" or whether they "were fit for treasons, stratagems, and spoils." Or rather I meant to ask if they had music in their schools; and to urge them to *try it*, and not to be *afraid* to try new plans. I meant to ask what they were doing *with the little ones who are too young to study*. Perhaps some might think this would be like LONGFELLOW'S great western roads, that "dwindle to a squirrel track and run up a tree." Let them think as they will, I now withdraw my head under my wig.  
*Michigan Journal, Ed.*

## SUCCESSION OF LITERATURE IN AGES OF ACTION AND REFLECTION.

The human intellect has its seed-time or harvest, its eras of activity and passivity. Though it manifests constant life and growth in its workings, it bears fruit only at distinct intervals. Great minds appear in insulated groups and clusters. The bright peculiar stars of genius ever shine forth the centers of constellations.

The brightest manifestations of intellectual energy and productions spring from great revolutions. For it is only when the national mind is aroused to its inmost center by some great idea, when the activity of the individual mind is intensified by the combined sympathy of the mass, that the human intellect awakens to a full consciousness of its power, and puts forth its mightiest energies—when it goes forth to enter into communion or conflict with a million of kindred spirits over a mighty realm, that it dilutes with a noble consciousness of its vocation. History fully attests the truth of this position. The Trojan and Persian wars, the death struggle of freedom against Phillip, the crusades convulsing continents with their mighty struggles, the Lutheran and Puritan reforms sweeping over the earth like a second deluge, nourished and ripened the richest fruitage of human intellect. They each brought forth a generation of intellectual Titans.

The infancy of every literature, purely national, is animated by the creative energy. The reason may be found in the subjective condition of the mind itself, at this period of its development, and its relation to the objective world. It has all the freshness, intensity and earnestness of childhood, the dew of morning is still upon it. No prescribed models or pre-established laws cramp or restrain the freedom of its workings. The sphere of its activity is as boundless and illimitable as the universe. Reveling in the richness and exuberance of its own



material, stirred to its lowest depths by the newly awakened consciousness of its inherent energy and power, it throws off its products with the luxuriance of a tropical vegetation. This season is no time for serene contemplation and beautiful constructions. Art is unnecessary, form is unstudied, for nature and feeling are everything.

This period of activity is never of long continuance, it consumes its materials, exhausts itself by its own violence, and goes out like the spirit fires of a volcano. Its very energy and intensity of vehemence, reacts upon the human intellect and arouses and stimulates the reflective faculties. Finding itself forestalled in those departments of literature whose materials are objective, the mind is forced to turn its attention to the subjective speculations and the study of the serene and beautiful in which to embody the products of its creation.

The world has witnessed two prominent manifestations of creative energy, and corresponding eras of reflective power, the one previous, the other subsequent to the Christian era. Greece may be pronounced the mother of Literature, and what Greece is to the Literature of the world, the "Age of Pericles" is to Grecian Literature. With the first emerging of that country into the light of Liberty, Homer arose, grand and sublime, above the rest of mankind "quantum lenta solent inter viberna cupressi." Some centuries alike of political confusion and literary darkness follow, and then the whole constellation of their geniuses seems to rise at once. The minds of that age were eminently creative; with a power almost of divinity they evoked from the intellectual chaos, a Literature, which, in profundity of thought and beauty of sentiment—in power and originality, stands out like the Venus de Medicis, a masterpiece and model to succeeding ages.

It required the musing intellect of twenty centuries to bring forth the second era of creative energy, which opened during the fifteenth and sixteenth centuries. The chaos of dark ages heralded this era of new life. At that period when the human mind was awakening from its long sleep, and beginning to feel the fresh impulse of Christianity, it was full to overflowing with Ideas, Principles, Thoughts and Feelings. The influx of new truth consequent upon this, purged and vitalized the whole European mind, quickening it into expanded life and activity.

The lightning and storm of the Reformation made the circuit of the whole European heavens, formed vortices in every civilized land, and discharged themselves from every quarter. The great convulsions of that period brought forth its Tasso and Spenser and its Shakespeare, the last the incarnation of the creative energy of modern Literature, rising, grand and lonely, like St. Peter's, amid the villas and palaces of the eternal city.

Each of these periods of activity was succeeded by its period of reflection. In Greece, we find a century after the creative era, a generation of writers springing up lavishly endowed with genius, but partly broken in spirit by want of nationality, and partly lowered in the tone of their aspirations, by despair of rivaling the great productions of their predecessors. As a consequence they turned their attention to the study of Philosophy. The same phenomena are seen in the manifestations of the European mind. The terror, frenzy and violence of

the Reformation, and the subsequent revolutions, reacted upon the human intellect and forced men into meditation. They were compelled to contemplate an ideal of man far more colossal than any that had appeared in the previous aspects of society—to turn their attention to the solution of the great problems connected with his moral and intellectual natures, with their relation to their fellow man and their maker. In every page of the Literature, after this period, we see the swell and agitation of the waters subsiding as from a deluge.

When advancing civilization or some great revolution shall have so changed the elements of society—so enriched the mind with new and vital truths, as to infuse into it a portion of its pristine vigor and restore it to its infant freedom, then and not till then, will the world behold another manifestation of creative energy. As in the primeval world, the active and passive ages succeed each other at regular intervals in progressive order, so the successive oscillations of the creative and reflexive energies of the mind will go on through the cycle of ages.

“ There shall be sung another golden age,  
The rise of empire and of arts,  
The good and great inspiring epic rage—  
The wisest heads, the noblest hearts.  
Not such as Europe breeds in her decay,  
Such as she bred when fresh and young,  
When heavenly flame did animate her clay,  
By future poets shall be sung.”

If effects must bear a constant proportion to their causes—if the energy of thought is to be commensurate with the masses which prompt it, and the masses it must penetrate, if eloquence is to grow in fervor with the weight of interests it is to plead, and the grandeur of the assemblies it addresses, if efforts rise with the glory that is to crown them, in a word, if the faculties of the human mind are capable of tension and achievement altogether indefinite, thinking nothing done while aught remains to do, then it is not too much to say that a new era will open on the intellectual world in the fulfilment of our country's prospects.

M. H. S.

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AN INTELLECTUAL GAME.—We have seen a new game for young people called “ American Historical Quartetts,” which, as a teacher, has pleased us much. The theory is, that with the bright fire, clean hearth, and “ rigor of the game” of gentle Charles Lamb,—father, mother, all the children, and the master who has just dropped in, sit down round the table, play according to directions, stop every little while to hang an anecdote to some great name, or a three minutes talk to some greater event. The object, of course, is amusement; the result is,—“ pleased and instructed too.” And we are doing some good, we think, when we advise teachers to encourage their use at home during the holidays and the long winter evenings; assuring them that their “ hard cases” will marvel at how much they know “ before they know it.” We have had too much of the frivolous in this line.—*Massachusetts Teacher.*



## COMPARATIVE PHILOLOGY.

## NUMBER ELEVEN.

A remark already made must be repeated and enlarged upon, viz: that all the parts of words both roots and formatives are originally significant, however much their meaning may now be obscured. To this can only be excepted such interjections as are mere animal sounds, a simple feeling of surprise, wonder or pain gushing out involuntarily; with also such words as are imitations of sounds produced in nature, such as whirr, buzz, &c. An apparent exception, though probably not a real one, is to be made in the case of strengthening letters; as in *tuptô* \* from *tup*, *labnanô* from *lab*, and the formatives of some of the cases. Some of these may be shown to be significant elements, demanded in form in the process of agglutination or incorporation, and not to be recognized except by close scrutiny. Others may be accounted for by the organic power and import of the letters themselves, which have a natural significance, as for instance in the pronominal elements of the Indo-European tribes. The demonstrative elements are linguals or linguo-dentals: *e*, *g*, Skr. *ta*, *tas*; Greek *tos*, *to*; Goth. *sa*, *so*, *thata*; Old German, *der*, *diu*, *daz*; English, *this*, *that*, *then*, &c. On the other hand, the interrogatives are gutturals: *e*, *g*, Skr. *ka*, *kas*; Persian, *ki*; Latin, *quis*=*kis*, *qualis*, &c.; Greek, *kôs*, *koios*; Goth. *hvas*, *hvo*, &c. The same distinction is found in Tataric languages. Other changes are wrought in the mutations of vowels, as exhibited in the Arian tribes while living at various ages and under various physical circumstances. With these restrictions, the position may be safely assumed that the roots and formative syllables are in their nature significant. The roots are to be divided into verbal and pronominal. The latter are in their nature significant of the relations of place and direction, and give rise to many adverbial forms. Verbal roots must be considered as including both substantives (nouns and adjectives) and verbs. According to Becker, *Organon* p. 83, "all root words in language are verbs, and all root conceptions, conceptions of activities." Heyse denies this and maintains that, "the primitive nouns stand as near to the root as the verb," the root is the foundation to both. And Humboldt in substance says, the root words cannot be looked upon as verbs nor exclusively as verbal conceptions. Schleicher maintains that the facts revealed by monosyllabic and lower agglutinating languages, show that the roots were used indiscriminately for either part of speech. For example, in China a root may be used in any of the grammatical classes, its definite use being determined by position.

The most important distinction to be made in language is that between nouns and verbs, or more logically between subject and predicate.

\* *Note.* Hereafter all long vowels like long *a*, Greek *eta*, *omega*, &c., will be marked thus: *â*, *ê*, *ô*. In the want of foreign type I shall conform to the "Missionary Alphabet" devised by Prof. Muller of Oxford. Aspirates are shown by an *h* following the primary letter. Greek *chi* by *kh*, Skr. *th* pronounced as in *nuthook*, *kh* as in *inkhorn*, *dh* as in *madhouse*, &c.

Those two parts are necessary in every formal conception. In this sense "God's love" or "my house" contains a subjective and predicative term, as much as "I learn." In these cases, God's, my, and learn are predicative forms, while love, house, and I, are subjective. I propose to exhibit some of the means made use of by different nations to show the difference between subjective and predicative forms. 1st, as to subjective and predicative suffixes. In this distinction a pronoun annexed to a noun in a possessive sense is predicative as in Egyptian, *Si-f, si son, f his*. If annexed to a verbal base then the verb is predicate and the pronoun subject, *iri-ef doing he, he does*.—These pronominal terms are found in the oblique forms, and in the earlier languages the distinction between the possessive and subjective ideas is very slight; just as if we should say *love of me, for my love, love from me, for I love*.

Mr. Garnett one of the ablest and soundest English thinkers in Philology, who first, on English soil, demonstrated the oblique case character of the suffixes, remarks to this effect, "the roots of Welch verbs are confessedly nouns, generally of abstract significations: e. g. *dysg* is both *doctrina* and the 2nd person imperfect of the verb *doce*: *dysg-och or-uch* is not therefore *docetis* or *docebitis vos*; but *doctrina vestrum* teaching of or by you. This leads to the important conclusion, that a verb is nothing but a *noun* combined with the oblique case of a personal pronoun, virtually including in it a preposition. This is what constitutes the real *copula* between the subject and attribute. *Doctrina ego*, is a logical absurdity; but *doctrina mei*, teaching of me, necessarily includes in it the proposition *ego doceo*." Pritchard, *Celtic Nations* 286. The merely English reader must remember that our language in respect to forms is in a state of ruin and that the laws of formations can only be determined by going back to its original state or to some other complete language. Let us examine from this stand-point as far as possible the doctrine of the simple proposition. The expression I strike, or the more definite form I am striking, contains two parts, subject I, and predicate strike or am striking. In the last, *am* is called the *copula* and striking the verbal word or attribute. This attribute is a verbal noun not a participle and related to it, as the Saxon verbal noun *beatung*=beating is to the participle *beatende*. The I is used in its nominative form since the subjective suffix has been lost.

If we go back to the classical languages this I disappears and we have in Greek *tuptô*, older form *tuptômi* consisting of root *tup*, strengthening letter *t*, mood vowel *ô*, personal suffix *mi*, primitive meaning striking of or from me. This word contains the whole proposition. In Sanskrit and Greek there are two leading classes of verbs, one of which annexes the pronominal suffix immediately to the root as in *as-mi, es-mi*=*ei-mi*, the other inserts a union vowel between them.

For this distinction and much valuable matter on the classification &c., of verbs see G. Curtius, *Bildung der tempora und Modi*, "Formation of the tenses and modes in Greek and Latin." The first form he considers the oldest. Bopp, Pott, and Lepsius hold different opinions, but the oldest forms of verbs seem to confirm that of Curtius, who looks upon the union vowel as of euphonic nature. We have then the



simplest form of proposition consisting of a verbal root, in its nature an abstract noun joined with a pronominal suffix. There is no formal expression for the copula, which exists not in the word but in the judgment of the hearer or speaker. The distinguishing feature of the verb is the power of assertion, and is distinguished from the other members of a sentence, 1st in the lower stages of language by position, 2nd, by the use of subjective suffixes. In languages which possess two sets of suffixes one will be used with nouns the other with verbs: e. g. in Magyar *fagy* cold, gives *fagy-om* *fagy-od* *fagy-a*, my cold, thy cold, his cold, but, *fagy-ok*, *fagy-oz*, *fagy*, I freeze, thou freezest he freezes. In Yakutic, *tou* is frozen, with suffix, to freeze. *Tin* breath, with suffix, to breathe. Skr. *vak* speech gives gen. *vak-as*, dat. *vak-i*, abl. *vak-shu*, with verbal suffixes we have, *vak-mi*, *vak-shi*, *vak-ti*, I speak, thou speakest, &c. So in Lat. *vox*=*voc-s*, *voc-is*, *voc-i*, and *voc-o*, *voc-as*, *voc-at*, I speak, &c.

When other subjects, nouns for instance, are used with these verbal formations, the suffixes still remain giving them their assertive power. The copula still remains an act of the judgment. Its separate existence in any but compound forms is a figment of the logicians. In the later forms of language, where the attribute loses its assertive verbal power, and becomes an adjective—in the form of predicative nouns, adjectives &c.,—a formal copula becomes necessary. As the assertive power lies only in the verb, this copula can only be a verb, one which can lay aside as much as possible its material attributive import and perform the office of a form word. For this purpose we use the verb *to-be*, whose signification of existence is the most general conception of all, yet necessary in every assertion. We have then two kinds of simple propositions, one whose assertive power consists in the union of roots with suffixes, the other where it is performed by a separate word, performing a special function. Compare *voco* (*voc-a-mi*), *ille voc-at*, he call-s and he is calling. The Sanskrit grammarians term the verbal signs added to the simple root *vikaranas*, and in this way distinguish ten conjugations. The 1st is an *a* inserted between the root and personal endings; the 2nd adds ending immediately to the root, the 3rd reduplicates the beginning of the root, e. g. *dadami* *dadhami*, Greek *didômi*, *tithêmi*, the 5th adds *nu* like Greek *deiknumi* &c.

In Sanskrit the most primitive tenses are the perfect and aorist.—They were formed from the root unaffected by any *vikaranas*. The perfect was originally a present. "Every Sanskrit root" says Muller "when used for verbal purposes was first reduplicated." Afterwards when new roots were formed by the *vikaranas* the reduplicated form became a perfect, and the new remained a present, e. g. *tango*, *te-tig-i* *tactum*, old root *tag*, new form *tang*, *vik'a n* &c. A large number of verbs still retain that form, viz: the Sanskrit, and corresponding words in Greek. Curtius examines the Greek upon a similar plan. As an illustration of these formations take the Sanskrit root *tan* to stretch, old verbal form *tatan*, with suffixes, *tatana* *tatantha* &c., I stretch thou stretchest. So Greek root *mna* gives *mimnêmai* &c. Add to *tan* the *vikarana* of the 8th class we have *tanu*, with suffixes *tano-mi* *tanoshi* *tanoti*. So in Greek we get *tanuô*, *teinô*, for *teniô*, *titainô* &c. I hope at a future day to take up these forms again. Let us see now



how the same thing is accomplished in some other languages. In Tibetan and cognate languages bases become verbal by doubling the final consonant, *nag* black, *nag-go* it is black; *sum* three, *summo* it is three. The repetition of a part of the root seems to have been instinctively employed to express continuation, activity and motion, the distinctive idea in Aristotle between substantive and verb. The German expresses a similar idea in its term for verb, *Zeitwort*, timeword.

In the Semitic languages this is connected with a great and all-important discussion, the nature of their peculiar triliteral character.—There are a considerable number of primitive nouns and pronouns, which are biliteral, but no actually existing biliteral verb. Most nouns now too are triliteral, just as by way of comparison most verbs in English are weak (regular), thus conforming to what was felt to be the ruling peculiarity of the language. It is surmised that, as triliteral nouns are verbal derivatives for the most part, the addition of the third letter may be a verbal vikarana, consisting of the repetition of the final letter or the addition of a soft consonant. This can be determined only by a wide induction and teaching of roots. Take for instance the usual Heb. paradigm *qatal* (cutting striking killing &c.)—Here the *l* is the third letter and the supposed root *qat*. Changing *t* to *ts*, we have *qatsah*, *qatsats*, *qatsab*, *qatsav*. In Arabic this root produces many forms: e. g. *qatta*, *qataba*, *qataha*, *qatama* &c., all in the sense of cutting, striking, killing &c.

Compare with these *Magy. kes* knife, *Mongol, kesi* to cut, *Turk. kesmek* cutting, *Skr. S as Lat. cædo*, and we find evidence of the biliteral character of the root, consonants only being regarded, and come upon ground common to all languages, as forms of the primitive mother tongue. As another example take the root *Lak* lick. In Hebrew it becomes *laqaq*. In Arabic among numerous forms we have *lahiqa*, *lagana*, *lassa*, *lahasa* &c, to lick, *la'ha* to speak, *lasa* to taste, *lisn* the tongue. *Skr. lih*, *Grk. leikhô*, *Goth. laigon*, *Celt. ligh*, *Lat. lingua*—*L* frequently changes to *d* and its cognates as in *Lat. lingua* or *dingua*, (*Grk. lacerina dakrima*)—*Goth. tuggo*, *Eng. tongue*. Similar forms may be found in some of the Turanian idioms.

We pass now to the pronominal suffixes in their various functions. Perhaps their use is more various and more clearly seen in the Semitic than in other languages. I give the singular of verb *qtl* in the two tenses Perfect and Imperfect. The reader will notice the inflection by internal change and external addition as well as the gender of the suffixes.

		<i>Perfect.</i>			<i>Imperfect.</i>
3rd	Sin.	m. <i>qatal</i>	3rd.	Sing.	m. <i>yiqtol.</i>
	"	f. <i>qatala</i>		"	f. <i>tiqtol.</i>
2nd	"	m. <i>qatalta</i>	2nd	"	m. <i>tiqtol.</i>
	"	f. <i>qatalt</i>		"	f. <i>tiqtli.</i>
1st	"	c. <i>qatalti</i>	1st	"	c. <i>eqtol.</i>

In the forms of the perfect abbreviated forms of the pronouns are found, by some regarded as contractions, by others as similar to the oblique forms of the Arian tongues. For instance *Rodiger* analyzes thus 2nd person m. *qatalta* = *qatal* + *atta*: *atta* being the 2nd person.



sing. m. suffix, qatal having a participial power and the whole being equivalent to killing thou, or killer thou=thou hast killed. Ges. Heb. Gram. p. 84. Secondly they are joined as objective suffixes to the verb, and thirdly are used as predicative suffixes with nouns: e. g. Sus horse, susi my horse (horse of mine), suska thy horse, suso (m) his horse susah (f.) his horse, &c.

The Semite could say wrath of God, wrath of me, but not my wrath &c. He could also say (Perfect) qatalti beating of or to me, I did beat, and e. qtol I-beating. In the case of I-beating the prefixed pronoun is to be pronounced as rapidly as possible, as a consequence of this it was shortened to a single characteristic consonant or mere breathing, while the remaining parts were thrown to the end. The pronoun of the 2nd pers. sing. fem. atin was divided into at—in. At was shortened to t and prefixed, while in was suffixed, giving ti.qтели(n) thou (woman) killest—Ewald as quoted by Muller.

When the Arians undertook to do the same, the consonant, even, went to the end of the word leaving nothing but a vowel (augment) behind. Take the root lip to write or paint. Using lip with a possessive prefix, to denote my writing, as something which is past, we have ma-lip=a-lip-am, my writing, writing belonging to me=I wrote, similar to e-bouleu-on &c. The Arian could say God's love, my life, mat-putra my son, also beating-I (of me) I beat a general affirmation without regard to time, always in compounds using his predicate first. When he wished to express a preterite he used a possessive (predicative) pronoun, as in the cases above, my-writing, &c.—The Turanian can use either subject or predicate first as ngo-ta I-beat, or ngo-ta my stick, ngo-ta-ni I-strike thee. The Semite could say ngo-ta I beat e.qtol. but not ngo-ta my-stick, only ta-ngo stick-I (of mine). The Arian could say ngo-ta my-stick, but never ngo-ta I-striking. These forms are all to be considered as compounds indicating the leading grammatical relations. That they may be seen by the eye. I extract a few examples from Prof. Muller's carefully prepared tables, premising that capitals represent verbal bases; small letters, nominal; italics, pronominal. A. a. *a*, nominative or subjective. B. b. *b*, oblique case or predicative.

	<i>Turanian.</i>	<i>Egyptian.</i>	<i>Semitic</i>	<i>Arian.</i>
1 a. b.	Rare, Siam. Kua-khon head of man	Si-hes Son (of) Isis.	debar—melek word of a king	Pers. exc. puser-i-dost, son (where) friend, friend's son.
2 a. a.	Lapp. atya-m,—d, —s my father, thy f,—his f,—	Si—k son (of) thee,	lebush—i dress of me,	none exc. Pers. din—em religion of me
3 a. B.	Rare, Khamti khun-ni, man-good	neter-naa God-great	dam-naqi blood-innocent	Rare, Skr. pita-maha father-grand, grandf.—
4 A. b.	Magy. hall-om hearing to me, I heard	iri-en-a doing where I, I did	qatal-ti, killing to me I killed	—
5 a. B.	Chin. ngo-ta I—strike	Coptic el-iri I-make	ni-qtol we killing.	—
6 b. a.	Tamil kal-vari Stone-road	—	—	Skr. raga-purusha king's man.
7 B. a.	Chin. pe-ma white horse,	—	—	Skr. maha-deva, great-God.
8 B. a.	Magy. hall-ok hearing-I, I am hearing &c.,	iri-a doing-I I do	—	Skr. dad-o taking I I take, Grk. dido-mai &c.
9. b. a.	Chin. ngo-sin I heart, my heart,	—	—	Skr. mat-putra my son.
10 b. a.	Lazian ma ma-zun my ailing, I ailed,	—	—	Skr. (m) a lipam &c, my writing I wrote.

The other possible combinations of these elements are not found, viz: A. b., A. B., *a. b.*, *a. b.*, *b. a.*, *b. A.*, B. A., and *b. a.*

These are all to be understood as syntactical compounds. The New Persian it will be seen presents, under the influence of the Arabic, exceptions to the Arian laws. C. W. S.

TO BE CONTINUED.

## THE SCULPTOR BOY.

BY BISHOP DOANE.

Chisel in hand stood a sculptor boy,  
With his marble block before him,  
And his face lit up with a smile of joy,  
As an angel dream passed o'er him!

He carved the dream on the shapeless stone,  
With many a sharp incision;  
With heaven's own light the sculpture shone—  
He had caught that angel's vision.

Sculptures of life are we, as we stand  
With our souls uncarved before us—  
Waiting the hour when, at God's command,  
Our life-dream passes o'er us.

If we carve it, then, on the yielding stone,  
With many a sharp incision,  
Its heavenly beauty shall be our own—  
Our lives that angel's vision.

## THOUGHTS FOR TEACHERS.

Applicants for certificates of qualifications to teach common schools occasionally complain, those rejected especially, that the examinations are too severe, and the requirements demanded of candidates unnecessarily difficult and numerous; while our best teachers recommend the elevation of the standard of qualifications still higher, and thus exclude unqualified teachers from our school houses. Our most successful teachers are desirous to have candidates subjected, each year, to more rigorous and complete examinations, whereby their profession may be more respected, and their remuneration thereby increased. Especially is it the manifest interest of the public, that there be a diminished number of certificates issued by Boards of Examiners; for the opposite



course necessarily increases the multitude of teachers, causing greater competition for situations to teach, and thereby reducing their well-earned wages, and by inadequate compensation, discouraging and driving competent teachers into other more lucrative employments, thus abandon our school houses to be afterward occupied by fourth-rate teachers, and those utterly unqualified by nature and education, and wholly unfit to have charge of our youth.

There are many persons who have taught school, term after term and year after year, merely as a matter of pecuniary convenience, without increasing one iota their original stock of knowledge. We find teachers who think themselves insulted if advised to study after they have made their debut as instructors. They forget that there is in society a constant progress; that those who are competent to instruct to-day will not be to-morrow, unless they make corresponding additions to their stock of knowledge and mental discipline. These loitering teachers fall behind the time, and will be set aside for those who have been wide awake to this exigency, and have prepared for it. A poor teacher is a great nuisance, which should be abated, for he stands in the way of, and prevents the employment of, a competent teacher.

One great object and duty of a teacher is to communicate knowledge, and unless he employs his own mind in diligent study, in acquiring new facts and fresh principles, he is unworthy of his profession, and fails in his duty to the patrons of his school. We find occasionally persons who have been teaching five and ten years, and have during that time made scarcely any really manifest improvement, or increased their *small* fund of general information. Their acquirements might have been considered respectable a few years ago, but they have neglected to advance with the educational progress of the times, and now their scholarship and ability to teach can no longer be regarded as worthy of employment or respect. The true interests of the teacher's profession, the manifest welfare of the common schools, demand that the Board of Examiners should unhesitatingly tumble such stationary teachers overboard. Other teachers, although not exactly or positively stationary, who make but snail-like progress on account of inherent dullness, should make way for others, who are already fully equipped with the amount of mental activity and ripe scholarship demanded by the teacher's charge. A successful teacher is always an earnest and diligent student of books, and of the world around him. A true teacher, growing mentally rich by active industry, is one of nature's noblemen. That office, which confers the power of moulding the minds and morals of the men and women of the next generation, is as honorable as it is responsible; and common schools are assuming an increased importance in the opinion of the public, by whom they have been too much neglected and undervalued, and their interests committed to unskillful hands.

The assertion is sometimes made that 'any one is competent to teach a common school, and especially one of small children.' Ignorant persons, unable otherwise to earn a living, are pronounced fit and qualified to gather around them the freshest, youngest spirits, and to inscribe the most impressible page of human existence. It is sometimes urged that as particular branches will not be taught in certain districts,

that these should be omitted in the examination. The law designates what branches are required of every candidate, and to omit any one of these branches in an examination, is a direct violation of the law. A person, to be qualified to take charge of the intellectual culture of youth, although backward and young the children may be, ought to have the intellectual discipline acquired by the mastering of these elementary branches upon which the law requires an examination. A person not qualified to teach all of the required branches, is not qualified to teach any grade of school. No person should be intrusted with any common school, however small in number or obscure in locality, who is not qualified to instruct in those branches required by law. These humble attainments are the substratum of all correct education, and they are too much neglected. The pupils of every school ought to have a teacher thoroughly competent to impart these elementary studies, and one who, in the intervals of leisure, will be active in acquiring higher branches of knowledge; thus be a *self-educating* teacher, and a living example to his pupils, of the unresting progression which is required of ambitious pupils. May the number of *self-educating* teachers increase, and receive as their just reward the favor and increased *material* patronage of the public, to whom their faithful labors are so invaluable.—*Ohio Journal of Education*.

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### THE TWO CANDIDATES.

[While the following article was written with reference to the schools of a sister State, every one can see that it is equally applicable to those of North Carolina, except that our teachers cannot yet avail themselves of the valuable aid of Normal Schools. We hope that every reader of the *Journal* will endeavor to inculcate the lessons it contains, in his District and especially among the voters, between this time and the approaching election of Committee men.—EDS.]

The citizens of B. had become pretty well convinced that if they would be sure of having a good school, they must first make sure of a good teacher; and that to *secure* a good teacher they must offer good inducements,—to *retain* him they must treat him kindly and generously. They had tried cheap teachers long enough, and from such their schools had greatly suffered. The old motto, “a cheap teacher and a long term,” had lost its power, and a new one had taken its place, which was, “The best teacher is not too good for us; a good one we will have or none.” With such feelings as these facts indicate, the people were ready for right action. Though they believed in *words*, they believed more in *deeds*. Consequently when the meeting was held for choice of district committee, all felt it a duty to go, believing that the *first* step was quite as important as any. And they did go. The school-house was well filled. The state of the district affairs was freely discussed, and a feeling of harmony prevailed. Mr. Nason was unani-



mously elected as district committee. He had several children to be educated, and he had long felt a deep interest in the prosperity of the school. The only instructions the district gave to Mr. Nason were, "to hire a good teacher and pay him liberally," and those who knew Mr. N. deemed it superfluous even to do thus much, for he not only possessed zeal in school matters, but a knowledge-tempered zeal.

Two prominent candidates soon applied for the school. Though the duty of examining rested with the school visitors, Mr. Nason resolved to exercise the privilege of making a private examination as preparatory to the more decisive one by the board. Accordingly he invited the two candidates to call upon him,—each at an hour designated,—though not both at the same hour.

The first was Jotham Standstill. He calls at Mr. Nason's, enters, and seating himself, with hat upon his head, and quid of tobacco in his mouth, when the following conversation takes place :

*Jotham S.* They tell me you are the new committee man and I have called to let you know that I would like to keep your school this term.

*Mr. N.* Well, we wish to employ a good teacher. Have you taught before ?

*J. S.* O yes, I've teached school three terms, and I understand the business. I can whip any boy, no matter how big he is.

*Mr. N.* Yes, but we want a teacher more than a whipper. Have you ever attended a Normal school ?

*J. S.* No, I don't believe in such schools. I never saw one and hope I never shall. I think nat'ral teachers are the best, and I am one of that class.

*Mr. N.* Have you ever attended a Teachers' Institute or Teachers' meeting ?

*J. S.* No, and I never intend to. If I can't keep school without their aid, I'll give up and return to my old business of sawing wood. They may do well enough for beginners, but they won't answer for me.

*Mr. N.* Then you don't believe in the old maxim, "never too old to learn."

*J. S.* Not quite. When a man knows a thing he knows it, and that's enough. I know how to keep school, and I don't want to hear of any of the new fangled notions.

*Mr. N.* Do you take or read any of the School Journals ?

*J. S.* Not I. I have no dollar to throw away in such trash. When I can get plenty of stories about murder, love, and shipwreck, I don't want to see any of your teachers' journals. I never read a page in one in my life, and what is more I don't mean to.

*Mr. N.* Do you own or read any works on education ?

*J. S.* No, I have no inclination to read such works. What's the use when one knows it all ? If you want me to teach your school I am ready to do the work as cheap as any other man.

*Mr. N.* I am not prepared to employ you now. If I should decide to need your *valuable* services I will inform you.

*J. S.* Well, I shall expect to hear from you. (Exit.)

*Mr. N., (alone.)* Long enough have we suffered from such teachers, and I am truly thankful that it is within my power to preserve the chil-

dren from another specimen of the same class. (Enter Henry Progress.) Good evening, Mr. Progress, I am happy to see you; please be seated.

*Mr. P.* Thank you, sir. If you are at leisure I would like to converse with you in relation to your school, as I learn you are in want of a teacher.

*Mr. N.* Perfectly at leisure and glad to see you. We do wish to employ a teacher if we can find one of the right stamp. You have had some experience, I think.

*H. P.* Yes, sir, I have taught three winters.

*Mr. N.* Are you pleased with the work? do you love to teach?

*H. P.* I have been much pleased with it and think I may say I love the work.

*Mr. N.* Do you feel that you know all about it and that you have no occasion for learning more?

*H. P.* O, no, sir; I feel that I am but poorly qualified,—but I am daily endeavoring to increase my knowlegde.

*Mr. N.* What do you consider some of the sources of improvement?

*H. P.* The means of improvement are numerous. They who will can learn daily from many sources. Good Normal Schools, Teachers' Meetings, Institutes, &c., afford very valuable aids to teachers.

*Mr. N.* But don't you think some are natural teachers, and find such helps as you have named unnecessary?

*H. P.* I believe that some naturally possess better qualities than others,—but I also feel that none are so good or so perfect that they cannot receive benefit from the sources I have named. I feel greatly indebted to such aids, and I am free to admit it.

*Mr. N.* What do you think of teachers' journals and works on education? Are they of any service to teachers?

*H. P.* I think highly of them. They have been of great benefit to me and I should hardly know what to do without them. My belief is that I can get some good from all educational works and writings.

*Mr. N.* What importance do you attach to the teacher's influence out of school? What should be his habits and example?

*H. P.* I believe that the teacher may and should labor to secure right moral feelings in the hearts of his pupils, and that he should ever strive to lead them to do right from high and honorable motives. I think the teacher may do much outside of the school-room. But his influence will not amount to much unless his own actions correspond with the tone of his instruction and advice. He cannot, with any hope of success, denounce a habit indulged by his pupils, if he is himself guilty of the same. The teacher must aim to be what he would have his pupils become.

*Mr. N.* I am pleased with your views, Mr. P., and believe they are sound. Would you like to take our school this season?

*H. P.* I should, sir, and should be willing to pledge my best endeavors to keep a good school.

*Mr. N.* I think we shall be glad to employ you,—but as the law requires that you be duly examined by the School Visitors, we will postpone a final decision until you have seen those gentlemen. If you obtain a certificate, as you doubtless will, please call again.



*H. P.* Thank you, sir; good evening.

*Mr. N.* Good evening. (Alone.) That is the man we want, "ever learning and yet never coming to feel that he is wisdom itself." I shall feel safe in committing to his guardianship the youth of our district.

## STUDENT-PLEASURES.

BY W. WHITTON REDICK, A. M.

### *"Ad Astra."*

Ye who delve in stores of learning  
By the dim lamp nightly burning,  
While your souls are all aglow,  
Tell me what there is so charming,  
What so dear and spirit-warming,  
In tomes ye ponder so.

Ah! there's none may know your pleasure,  
None can tell your wealth or treasure,  
Lightly by the world esteemed;  
Student-thought and student labor,  
Like the vision on Mount Tabor,  
Worldlings judge are only dreamed!

Din of business, clink of dollars,  
Mark those worldlings from the scholar,  
And transfix their thoughts on gold;  
So that all their aspirations  
Grovel through the world's wide nations,  
Searching what is bought and sold.

Scenes historic start before them,  
Rainbow facies hover o'er them,  
Science lifts her mystic pall,  
Showing nature's secret wonders  
Looming up mid storms and thunders;  
Yet, they joy not in them all.

But 'tis only ye that ever  
Here find joy,—and here endeavor,  
Casting gold and pelf behind,  
Still to draw for future ages  
Thoughts, that like the ancient sages'  
May enrich the immortal mind.

## REFLECTIONS ON TEACHING.

The teacher, in order to qualify himself for the first rank in his profession, needs, not only a thorough knowledge and mastery of all branches of learning which he may be required to teach, but also a large acquaintance with literature; since by the study of its various branches the mind is expanded, and its scope and power widened and strengthened. A knowledge of history and biography is, in a great degree, the knowledge of human nature; which is of itself one of the most important sciences required in practical school teaching. Again, the outward life and practice of any man is the natural out-growth of his mental cultivation; and the teacher who has cultivated his intellectual, moral, and social powers, by an intimate acquaintance with books, will as naturally exhibit the fact in his mode of teaching, as the thermometer exhibits the degrees of heat and cold.

The mind of youth is strongly influenced by appearances, and although a few may be pleased with tokens of muscular power, or, what are called fashionable accomplishments, yet the stronger and more enduring impressions will always be made by those whose every action, and word, and tone betoken a mind enriched with treasures of useful knowledge.

Hence the teacher who, when in the company of his pupils, outside of the school-room, delights in entertaining them with anecdotes of exploits in boxing, wrestling, or running, may be considered "smart," but he will fail to obtain that respect which they unconsciously accord to the refined and cultivated teacher, whose out-door instructions always contain valuable information.

Again: the teacher, to be successful, must be in earnest. Earnestness and deep interest on the part of the teacher rarely fail to create a similar disposition in his pupils, while a careless, unanimated deportment rarely fails to induce a lethargic state in the school. Earnestness in any pursuit always produces more effective action, by bringing into play more of the elements of power; and in teaching, by uniting more completely the mental energies, results may be obtained beyond the reach of the indifferent teacher, who plods along in a monotonous course.

Besides, the teacher who is earnestly devoted to his profession, and the advancement of his pupils, more easily perceives the progress and requirements of each individual, and is prepared to adapt his instructions and demonstrations to their individual capacities.

Without a liberal education, both scientific and literary, no teacher can expect to rise to the first rank, towards which all teachers ought to aim, and without an earnest, untiring devotion to his duties, no one will find the profession pleasant or desirable.

But with all the requisite qualifications for a successful teacher, none may expect to rise to distinction without trials and perplexities. Every upward step must be attended with sacrifices and discouragements. All pleasure and happiness find their sweetest rewards in the difficulties surmounted in attaining them. Who does not believe that the joy and delight of Balboa, as on bended knee, on the top of that



lofty mountain, gazing with rapture on the broad and placid waters of the Pacific, he poured forth prayers of thanksgiving for his discovery, were augmented tenfold by the toils, the sufferings, the privations, and conflicts through which he had passed?

Such is the reward of the faithful teacher, toiling onward and upward, contending against all trials and discouragements, single handed and alone, until rewarded by the approbation of the community, and the love of pupils, he realizes a happiness far beyond the measure of those who glide quietly and carelessly along upon the tide of popular favor, without opposition, without trial, and without real, satisfying happiness.—*Maine Teacher.*

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## THE SCHOOLMASTER ABROAD.

One of our sister states follows the commendable practice of laying before every teacher, presenting himself for examination, a series of questions to which he is required to give written answers. In this way the exact condition of an applicant's knowledge is learned, while, at the same time, as may well be imagined, much ludicrous ignorance is exhibited. For the edification of the readers of the Journal, I quote a few illustrations of the latter from the Superintendent's report :

### 1ST. ORTHOGRAPHY AND DEFINITIONS.

Favorable, definition, good condition, obligable, showing a good *oper-tunity*. Construe,—to shape, to strue together, &c. Invincible,—undisputiable. Benefactor,—one who has the care or controle of another. Subterrancous,—large, wonderful. Royal,—deficient, so many. Officious,—mistakes in reading. Sycophant,—something about hogs.

### ENGLISH GRAMMAR.

Compare hind. Hind, more behind, hindmost. What is person? Person is used to distinguish sex, to describe first, second, third. What is case? Case describes the actor or *recevvor* of action. A verbe greeze with its *nomitive* in gender.

### GEOGRAPHY.

What is latitude? Latitude *divids* the earth's *temptature*. Longitude divides the earth in spaces terminating at the *polls*. How many zones are there? Two, eastern and western. Is that all? No, they's four. Are there any more? Wall yes, eastern, western, northern, southern and potential.

The following names were found: Arcansius, misoury, kantucca, pencilvana, Mashegan, ilanoise, itily, jermigny, spane, roosha, frans, canidy, cuby, &c.

The earth revolves around the sun every day, making day and night, and round the moon once a year, causing the seasons. The Artic cercle is at the extremity of the earth's axis and always north of the equator.

A few other examples will close. Pleiads, definition, something re-

lating to slaveholding. Accent is distress of voice placed on one syllable more than the other. A cataract is something that makes a noise as niagara falls is called a cataract.

There are *surcles* and *ceas*, *oshens* and *laics*. One applicant closes with, "please give me a Sertificafe for idont wanto luse what ihave taught."

I presume every examiner's experience would furnish equally ludicrous examples. The idea of a written examination seems to me a wise one. It brings out the applicant's actual knowledge; gives him time to think and not render hurried, erroneous answers; and furnishes, at the same time, an example of his writing, spelling, and ease of expression.

Properly conducted, it would facilitate the general use of a very desirable practice in our schools, spelling by writing.

It is a method pursued in some of our best public schools in their yearly examinations, at Cincinnati, St. Louis, &c., and it is also employed in the English Universities and partially I believe at Yale.

C. W. S.

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### DR. BUSBY.

Dr. Busby, the master of Westminster school, was celebrated for severe discipline. Though severe, he was not an ill-natured man. It is related of him that one day when the doctor was absent from his study, a boy found some plums in his chair, and moved by his *lickerishness*, began to eat them, first, however, waggishly exclaiming—"I publish the bans of matrimony between my mouth and these plums. If any here present know any just cause or impediment, why they should not be united, you are to declare it, or hereafter hold your peace," and then ate them. But the doctor had overheard the proclamation, and said nothing until the next morning, when, causing the boy to be brought up, he grasped the well known instrument, saying—"I publish the bans of matrimony between this rod and this boy. If any of you know any just cause, or impediment, why they should not be united, you are to declare it." The boy himself cried out—"I forbid the bans." "For what cause?" inquired the doctor. "Because," said the boy, "the parties are not agreed." The doctor enjoyed the validity of the objection urged by the boy's wit, and the ceremony was not performed. This is an instance of Dr. Busby's admiration of talent.



## FRACTIONS.

1. *Decimals*.—Decimals should be taught in written arithmetic in connection with whole numbers. Let them be treated in the same manner as whole numbers, and not as common fractions, there being no necessity for confusing the mind of the pupil by writing the denominator. In 31.3 there is no more need of indicating that the three standing in tenths' place is divided by ten, than that the three standing in ten's place is multiplied by ten. The pupil can readily be made to understand these relations without the divisor or multiplier. There should be no separate divisions in arithmetic for Decimal Fractions and Federal Money. The four simple rules should embrace these, and Percentage and Interest should be treated immediately after as a development of the decimal notation. The tables and Compound Numbers should immediately precede Vulgar Fractions,—the former increasing in an irregular ratio, and the latter decreasing in an irregular ratio. If authors in writing arithmetics would observe this order, it would result in great advantage to the learner.—SAMUEL P. BATES, Superintendent of Public Instruction, Crawford County, Pa.

2. *Reduction of Fractions to a Common Denominator*.—After the pupil has thoroughly learned that multiplying or dividing both terms of a fraction by the same number does not change its value, he is then prepared to learn how to reduce fractions to a common denominator. The following process is very simple, and the pupil should be required to repeat it until it is thoroughly understood.

Let it be required, for example, to reduce  $\frac{7}{14}$   $\frac{9}{15}$   $\frac{23}{28}$   $\frac{19}{35}$   $\frac{12}{21}$  to a common denominator. First, resolve the terms of all the fractions into their prime factors, and write them in a horizontal row.

1st.	2d.	3d.	4th.	5th.
$\frac{7}{2 \cdot 7}$	$\frac{3 \cdot 3}{3 \cdot 5}$	$\frac{23}{2 \cdot 2 \cdot 7}$	$\frac{19}{5 \cdot 7}$	$\frac{2 \cdot 2 \cdot 3}{3 \cdot 7}$
$\frac{7}{2 \cdot 7}$	$\frac{3 \cdot 3 \cdot 7}{3 \cdot 5 \cdot 7}$	$\frac{23}{2 \cdot 2 \cdot 7}$	$\frac{19}{5 \cdot 7}$	$\frac{2 \cdot 2 \cdot 3}{3 \cdot 7}$
$\frac{7}{2 \cdot 7}$	$\frac{3 \cdot 7}{5 \cdot 7}$	$\frac{23}{2 \cdot 2 \cdot 7}$	$\frac{19}{5 \cdot 7}$	$\frac{2 \cdot 2}{7}$
$\frac{7 \cdot 5}{2 \cdot 7 \cdot 5}$	$\frac{3 \cdot 7}{5 \cdot 7}$	$\frac{23 \cdot 5}{2 \cdot 2 \cdot 7 \cdot 5}$	$\frac{19}{5 \cdot 7}$	$\frac{2 \cdot 2 \cdot 5}{7 \cdot 5}$
$\frac{2 \cdot 7 \cdot 7}{2 \cdot 2 \cdot 7 \cdot 5}$	$\frac{2 \cdot 2 \cdot 3 \cdot 7}{2 \cdot 2 \cdot 5 \cdot 7}$	$\frac{23 \cdot 5}{2 \cdot 2 \cdot 7 \cdot 5}$	$\frac{2 \cdot 2 \cdot 19}{2 \cdot 2 \cdot 5 \cdot 7}$	$\frac{2 \cdot 2 \cdot 2 \cdot 2 \cdot 5}{2 \cdot 2 \cdot 7 \cdot 5}$

Now it is evident that when the denominators are common they will contain the same factors. Let us first compare them with reference to the factor 7. This factor is found in all the denominators but one; and in order to make them common with reference to 7, it must either be introduced into the denominator of the 2d fraction, or removed from the denominators of all the other fractions. But to remove a factor from the denominator of a fraction without changing its value, it must be removed from the numerator also. Now 7 is a factor in only one of the numerators, and the denominators cannot be made

common by removing the 7. It must therefore be introduced into the denominator of the second fraction to make the denominators common; and also into the numerator, in order not to change the value of the fraction. We thus get the second row. Next compare the denominators with reference to the factor 3. It is found in only two of them from which it may be removed, since it is also found in the corresponding numerators. Thus we get the third row. (It is plain, that instead of removing the factor 3 from the 2d and 5th fractions, the denominators might be made common with reference to 3 by introducing it into the terms of all the other fractions. We should not, however, in this way reduce the fractions to their least common denominator.) Next introduce the factor 5 and get the fourth row; and lastly, introduce the factors 2, 2, which makes all the denominators common.—  
TEACHER.

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### BY PRECEPT AND EXAMPLE TOO.

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"It's nobody's business *where* or *how* a teacher spends his time out of school." So remarked a member of a school committee, in my hearing, not long since.

Many *teachers* evidently think likewise, if their doings out of school are any criterion by which we may judge.

It is not enough that the teacher be faithful in imparting instructions during the regular school hours; nor is it sufficient that he exhort his pupils, in season and out of season, to avoid bad habits, or that he "preach" to them concerning the importance of good manners. A loose example, or an instance of moral obliquity on his part, will render much sage counsel of little effect for good. However just the maxim—"The wise man considers the *advice*, not the *source* of it," we are not apt to do so; neither do children.

With what consistency can a teacher charge his pupils to refrain from those vices in which *he* habitually indulges? Some years ago, I knew a gentleman who had an impediment in his speech. At length his little son, either from sympathy or by imitation, began to stammer also. The father expostulated in vain, and, as a last resort, he had recourse to the birch.

After applying it awhile vigorously, he paused for breath, when Billy looked up reproachfully—"Fif—fif—father, I say it's too bub—bub—bad, to l—lick *me* for *what you did—do yourself*."

Some doubtless look upon manners and morals as being of minor importance; still, many whose opinions are entitled to respect, do not deem a teacher who whistles "Jordan am a hard road to trabel," through the streets, on Sunday, a proper instructor for their children. "You apparently enjoy the privileges of a good school," I remarked to a parent. "Y—e—s sir, I suppose the scholars are doing well enough in their *studies*; but before Lucy went to school she used to say 'Please ma'am,' 'Yes sir,' and 'No sir,' but now it's nothing but '*what*,' '*yes*,' and '*no*.'"



It is in vain that Teachers close their eyes to their own inconsistencies, and flatter themselves that *others* do not see them. Children will observe, and they readily draw inferences from what they see. As an apt illustration of this point, I select the following :

"I met," says a gentleman, "one of our scholars—a ragged little fellow, with a pipe in his mouth, smoking. I stopped, and began to talk to him about the filthy and foolish habit he was getting into. He instantly turned upon me and said :

"Why, some of the teachers smoke !"

"I should think not," I answered. "What makes you think they do ?"

"Because I seed one of 'em"—at the same time describing him—"one day, go into a cigar store an' buy a cigar."

"But very likely you were mistaken ; for the other day I myself was in a public house on business, and when I came out there stood a little way off two of our boys who, if they saw me, would perhaps think I had been drinking, but I had not ; and I had a great mind to go and tell them so, for fear they might get a bad example from me."

"O ! no, I wasn't mistaken," answered the boy, with an arch and confident look, "for I stood an' watched 'im, and seed him come out with it lighted, in his mouth ; and I think he seed me, too, for he turned his head t'other way, and looked kind o' shyish like."—*N. Y. Teacher.*

**WORKING AND THINKING.**—It is a no less fatal error to despise labor when regulated by intellect, than to value it for its own sake.—We are always, in these days, trying to separate the two ; we want one man to be always thinking and another to be always working, and we call one a gentleman and the other an operative ; whereas the working man ought always to be thinking, and the thinker often to be working ; and both should be gentlemen in the best sense. As it is, we make both ungente, the one envying, the other despising his brother ; and the mass of society is made up of morbid thinkers. Now it is only by labor that thought can be made healthy, and only by thought that labor can be made happy, and the two cannot be separated with impunity. All professions should be liberal, and there should be less pride felt in peculiarity of employment, and more in excellence of achievement.

**PRINTING** has been happily designated as "the art which preserves arts." Printing makes the orator himself more than an orator. It catches up his dying words, and breathes into them the breath of life. It is the speaking gallery through which the orator thunders in the ear of the ages.

## Common School Department.

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### THE BEST DEFENCE.

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In the North Carolina Standard of the 21st December, Rev. C. H. Wiley, General Superintendent of Common Schools for the State of North Carolina, furnishes the following sensible and just views upon the importance of nurturing the Common Schools of the State, and especially the Journal of Education, the organ of the State Educational Association. We fully endorse his remarks and commend them to our readers :

MR. EDITOR :—A recent number of your paper contained a communication from a leading citizen of the State, recommending, in view of the exigency of the times, a called session of the Legislature, to make provision for the safety of the people, and for the promotion of domestic manufactures.

Late events have opened the eyes of the people of the South to the necessity of developing their own moral and material resources ; and there is now a strong disposition to encourage those who have so long labored, under great difficulties and trials, to domesticate and foster the arts and institutions by which alone nations become self-reliant, independent and prosperous. This is my reason for now venturing to offer, in my official capacity, some suggestions for the consideration of the public of my native and beloved State, and while I dislike thus to obtrude myself on the attention of the people, I feel sure that the best interests of the State are concerned in the matter.

It has been recommended that the manufacture of gun-powder, and of other means of military defence, be promoted ; and while I have no objection to make to this, I must be permitted to say that, if we would have patriotic and invincible armies, we must lay the foundations of our power in the hearts and minds of the people.

The war of independence is not to be successfully carried on with powder and ball alone ; and in this arduous struggle the first and greatest enemy to be overcome is that love of ease, that spirit of indolence and mistaken economy which inclines a people to depend on foreign sources for their books and their manufactures, for the food of the mind and the clothing of the body, rather than make a little temporary sacrifice and undergo some self-denial, to furnish facilities for procuring these at home.

In this connection, nothing is so important as the first training of the young intellect of the State ; and what is more likely to influence this than the sources from which it imbibes its earliest knowledge ? Impressed with these views, I have long labored to introduce into our schools a series of books designed to develop and foster a love of home,



and a spirit of independence and domestic enterprise; and while the public, speaking through a patriotic press, has, with one voice, commended these efforts, it has not manifested its approbation in that general coöperative action which alone can render them entirely successful.

May I not therefore, with propriety, now appeal to the people of North Carolina to rally to the support of that system of schools in which nine-tenths of their children acquire their first knowledge? And may I not urge them to give efficiency to the efforts of those who have toiled and sacrificed to purge these schools of all poisonous literature, and to feed the young mind and heart of the State with food that will nourish a healthful and patriotic spirit? And let me ask, is it not above all things proper and necessary, that the teachers of these schools should be under the influence of the public sentiment of the friends of education at home, and in a position to receive impressions from those capable of advising in their own State?

One object of the State Educational Association is to effect this desirable end; and there is issued under its auspices a *Journal* devoted exclusively to the interests of general education, edited by persons in our own State, designed to furnish a field in which the friends of our schools, of every class, can labor together for their own mutual advantage and for the public good, to unite, consolidate and direct to one great end our educational energies and resources, to cultivate a spirit of fraternity among all who are aiming at the public welfare to diffuse necessary information and statistics among the officers and teachers of the Common Schools, and to accustom the people to rely more upon themselves, and to consult and foster the organs that breathe the conservative sentiments of home.

The Legislature has already recognized the useful promise of this journal, and it has passed an act which will enable the Boards of County Superintendents of Common Schools to place it in the hands of every District Committee in the State.

The cost of the *Journal* is only one dollar per annum, and the Boards of County Superintendents are authorized to subscribe for a copy for each of the Districts in their respective Counties.

Would not so small a sum be thus well spent in each district? Ought not the Common School system to furnish, incidentally at least, a means of improvement to parents, and especially to its officers?

This system is the most all-pervading secular influence in the State, and whatever regularly circulates through all its veins and arteries must inevitably, sooner or later, radically affect the character of the whole State.

The seed sown in this ground ripens into revolutions; and is it not time to plant it with those thoughts, facts and sentiments which, entering into the popular mind and heart, ultimately produce a steady outgrowth of self-reliance, energy and patriotism, infinitely better for the security, the prosperity, the honor and glory of the State than

“High-raised battlements or labored mound,  
Thick wall or moated gate?”

It does seem to me that the provision made by the last Legislature is a wise one; and I feel sure that many Boards of County Superinten-

dents so consider it, and need only to be encouraged by an expression of public sentiment.

My purpose now is to call forth, through the press, such an expression; and I hope that the Editors of the State, with such a view, will publish this card, and utter their sentiments on the subject.

The beginning of a new year will be a favorable time for action by the County Boards, and I cannot but believe that the response to this appeal will be prompt and emphatic, giving practical encouragement to those who have hoped against hope, and labored for weary years to build up a new and more prosperous, energetic and self-relying State in the hearts and minds of its people.

C. H. WILEY,  
*Sup. Common Schools of N. C.*

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### SUGGESTIONS ON COMMON SCHOOLS.

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MR. EDITOR:—I wish to make, through your columns, a few suggestions for the consideration of the people, on the subject of Common Schools. The first thing I wish to notice is the office of Chairman of the county Boards. It does seem to me, that this is the most important office in the whole common school system; or at any rate should be made so.

“The 11th chap. 16th sec., concerning common schools” says that, “the board of county superintendents of the several counties shall be authorized to appoint their chairman to visit the school districts of said county, or any part of them and make a report to the general superintendent, giving him a full account of the characters of the schools, the condition of the school houses, and of the progress of education in the districts; and said board may allow such visitor such compensation as they see fit.”

In my opinion the Law should compel the chairman to visit the schools, while open, in each district, and to report, first to the Examining Committee and County Board, and then to the General Superintendent giving a full account of the character of the schools, the condition of the school houses, and the books used and how used,—he should also recommend to Teachers, works on Education. And let me say here, that the Journal of Education should be found in every Teacher's library, and in every school district. From this report the Examining Committee would be correctly informed as to the spirit, conversation and management of the teacher with his scholars, and be better qualified to judge of a teacher's aptness to teach, a qualification that can not be ascertained any where so well as in the school room. It has been wisely said by our best educators, that an aptness to teach, is the most essential qualification in a teacher, after knowing something to teach. Our common schools need such teachers in them, as have a desire to raise the standard of education to that point which has so long been desired—and not those who have no desire to improve society, or the morals of the community.

Men that have families, and expect to see their children grow up on



their own soil, and live and die on it, should be found in our common schools—not that I would attempt to exclude young men, for some of our best teachers are unmarried men. Yet men of families, are doubly interested, they are as desirous to prepare the rising generation to be fit associates for their children as they are to receive the money. Such men would be glad to see their chairman and hear his views on teaching and would gladly receive any advice that he might suggest in regard to the best method of instructing.

Enjoining these duties on chairmen, such could and would be elected as would do honor to themselves and to the cause of education. If we could have all our chairmen of such men, as our General Superintendent, who could write, talk and act for the cause of education, then methinks I could see the great luminary of knowledge rise above the horizon and dispel ignorance, superstition, fanaticism and all the other isms that disturb the happiness, or mar the peace of our country. May our General Superintendent live long to see his labor yield much, year by year, in the cause of education, "For 'tis more blessed to give than to receive."

L. T. L.

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DISTRICT COMMITTEES.—We had hoped to publish, in this number, a communication from the General Superintendent to the District Committees, but it has not reached us in time. We consider these committees among the most important features in our school system, and think that their duties ought to be fully presented to their minds and urged upon them; and that Districts should be careful to elect such men as will discharge these duties faithfully. Remember that an election takes place in April next.

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### GOOD DEEDS.

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The good man never dies,  
Though his threescore years and ten  
May have passed unheeded by  
In the busy marts of men—  
In the furrowed field or grove—  
Upon mountain, sea, or shore—  
Still his untold deeds of love  
Are a blessing evermore,

## Resident Editor's Department.

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OUR NEW VOLUME.—With the January Number we commenced the third volume of the JOURNAL. For two years, we have labored, under many difficulties and with *some* encouragement, to establish a monthly periodical devoted to the interests of education, and aiming at the improvement of the educational system of our state. With this object in view, and with the hearty co-operation of some who are laboring in the same cause, we feel that but little has been accomplished, compared with the great work that still lies before us, and that without more aid from the friends of education generally, our progress must still be slow.

What we desire is, that the teachers of North Carolina, not merely the Professors in Colleges and the teachers of the higher schools, but all the intelligent teachers of the state, will assist us in making the *Journal* what it ought to be, by writing short, practical articles, such as may be suggested to them by their daily duties, and by relating such incidents in their daily experience as they may think will be useful to others. And if there are any who can not write, let them, as well as those who do write, exert themselves to increase the number of our readers among their fellow teachers, the school officers, and the parents and children around them.

As an illustration of what some of the readers of the *Journal* would like to see in its pages, we will try to recall some of the hints thrown out in a few of the letters received recently. One of our readers in renewing his subscription, writes:—"I have heard some teachers say they wish to see something more suited to teachers of common schools, such as articles on the best methods of teaching Spelling, Reading, Writing, Geography and Grammar." Again he says: "Articles on the duties of committee men and parents would make the people generally take more interest in supporting the *Journal*." Now, while we agree with the writer, we would ask, how are we to obtain these desirable articles, unless he and other friends of the *Journal*, and the cause which it advocates, will write them?

"Why from the long list of *editors*, whose names appear on the title page of the *Journal*, of course," replies some one, "I thought they were selected to write for it, and that men of so much ability would not need the aid of *common school teachers*, in making a periodical that would meet the wants of every one." Well we know



that they are men of ability and that they might have made the Journal much more valuable than it has been ; but how many of them have written any thing for it ? Take the numbers, for last year, and look over them and see how many have written at all and how many pieces others have sent us ; in most cases you will find their articles indicated by the initials of their names, or by one of the letters. To this there are a few exceptions. But while urging others to do what must be done by some one, if our future efforts are to be successful, we are compelled to say, as our strongest appeal, that only six of the " Board of Editors " have written anything for the Journal, during the whole year, and some of these only one article ; one or two, however, have done all that we could ask of them. We make these remarks, not for the purpose of finding fault, but that others may feel that they are called upon to do something to assist us in carrying out their own wishes.

Another friend, who has done much to circulate the Journal, writes : " I am pleased with our Journal, my only objection is that some of the articles are rather elaborate and learned for the grade of mind they reach." On this point we would say, that we hope to be able to make the Journal " more suited to the wants of teachers of common schools " as its circulation increases among them. During the two years of its existence, they have formed a small minority of our readers, but we hope that such will not be the case the present year. Let the " County Boards " act in accordance with the law passed by the last Legislature, and we pledge our word and that of the General Superintendent that we will make the Journal an instrument of good in the cause of common school education.

The foregoing was prepared for the January number, but was mislaid, in the printing office and was not found until too late for insertion. In the mean time, we have received subscriptions from the ' Boards,' of several additional counties, for each school District, and have had encouraging letters from other counties. One chairman, sending us a few subscribers, writes, that he hopes to induce the ' Board ' in his county, to act with him in the matter ; and that he would like to have the Journal placed in the hands of every man who is licensed as a teacher of common schools, by requiring a tax on each license granted and appropriating the amount thus received to pay the subscription. He also wishes to have a copy of the Journal sent to every school committee in the State, that the General Superintendent may have this means of informing them in regard to their special duties, and that they may, through its pages, be made acquainted with the school laws, under which they are required to act. We heartily

agree with him in this desire ; for we consider it almost the only way in which the Superintendent of Common Schools can reach the great majority of the officers of the system, at the head of which he is placed, and over which he is expected to exert an influence and a general control.

We fully believe that nothing would tend more to the improvement of our schools, than for the Literary Board to be authorized to furnish this means of communication, by directing a copy of the Journal to be sent to each district committee in the State. The amount thus expended would be scarcely missed from the general fund, while it might be the means of incalculable good.

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PELTON'S OUTLINE MAPS.—These consist of a series of six large Maps, with Keys, and furnish to Teachers the very best means of imparting instruction in Geography. Teachers wishing to supply their schools, may gain further information by addressing Mr. John H. Rolfe, Chicago, Illinois ; or they may procure the Maps through the Editor of the Journal.

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SCIENTIFIC AMERICAN.—Hon. Judge Mason of Iowa who made himself so popular with the Inventors of the country while he held the office of Commissioner of Patents has, we learn, associated himself with Munn & Co., at the Scientific American Office, New York.

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THE ECLECTIC for February contains some choice articles, and the embellishments—a full-length Portrait of Queen Victoria and Portrait of the Duke of Wellington—are in the usual fine style of engravings, with which each number is ornamented. It will always afford us pleasure to order a copy of this excellent Monthly for any one who will send us \$5 ; and at the same time we will send him a copy of the Journal for one year.

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BLACKWOOD'S MAGAZINE.—The January Number is on our table and we are much pleased with its contents. Messrs. L. Scott & Co., the enterprising Publishers of the reprints of this Magazine and the Foreign Quarterlies, deserve much encouragement. We have also received the WESTMINSTER REVIEW for January. We have not yet had time to examine it very carefully, but notice among the prominent articles—The Realities of Paris ; Ceylon ; The Social Organism ; Sicily as it was and is ; Christian Revivals ; Italy—the Designs of Louis Napoleon, &c.



**“Every Teacher should Have It.”**

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Special attention has been given to the wants of Teachers. In the ordinary routine even of Common School instruction, day by day questions arise either in their own minds, or are proposed by their pupils in regard to idiomatic forms, or some peculiarities of structure, which have been scarcely noticed, or entirely passed over, in their text-books. Such will find their wants anticipated, and will be furnished with timely assistance, that will enable them more thoroughly to discharge the duties of the important office in which they are engaged.

**Views of Experienced Teachers.**

*From W. F. Perry, A. M., President of East Alabama Female College, Tuskegee, Ala.*

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## THE FAMILY.

BY A CLERGYMAN.

We find the following in the *Friend of Virtue*,—and we would gladly re-echo its sentiments within the home of every family where the sunny smiles of childhood and buoyant hopes of youth have found a place:

There are four things which are necessary to the healthy growth of a country—School, State, Church, Family. But I am not without serious apprehension, that in the working of the Family we are in deeper dereliction than in the working of the School, the State, or the Church.

This, let it be said in the first place, is primary to the other three. It is so, not only in the order of time, but in the importance of its agency, and the permanency, for good or for evil, of its impressions. You see marks of the Family on the child in School, on the citizen in the State, on the Christian in the Church. The family does a work upon children, and that is upon *every* body, that nothing else can undo. The family mark, made upon the child, he carries through life and forever. All *primary*, as I said. From late planting, or early frosts, let the cotton be a poor staple,—and the growers and manufacturers know what that means,—and no matter how perfect your mills, or how practiced your operatives, your sheetings and your calicoes come out a failure. But be there in the cotton a prime staple, and even rickety mills and unskilled hands will hardly spoil it. It will come out, at worst, a kind of self-made fabric, in which you will still find strength and firmness of texture, however the fine finish may be wanting.

This primary institution, the family, is with us. The laws recognize it; the Church recognizes it; public opinion recognizes it. We have it. The fanatical reformers who would explode it have gone, where all their followers must go, to the “dead sea.”

The Family is with us; but I tremble to see how it is worked. I fear its “staple” is running down. There is so much of late planting, and neglected culture, and early frost, that it degenerates; it is already so inferior that the School, the State, and the Church, in their very best moods, can manufacture out of it only second quality goods.

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And what is our mismanagement of the family? One great and summary mistake in working the family, as it seems to me, is that each domestic group is not kept sufficiently by itself. Home is not enough a separate world. And hence the failure of its intended good. This is the point to which I will speak. What I will offer, therefore, will simply be an argument for staying at home.

This rule of staying at home will have its limits, of course. I propose not to forget it. Nor am I unaware that some families are precious exceptions to the street-life doctrine. Yet all will concur, when I speak of it as a great and wide-spread evil, that the domestic privy, instead of being a sacred and close retreat, is wretchedly open to the world. The Israelitish children stroll out, Canaanitish children stroll in. The result is, the language of Ashdod is common to them all.

Our children come home to get their food, their clothes, their sleep. Why do they not come home for their pleasures and their culture? Is home only a place for children to be born and suckled—then to run wild? Or is it the heaven-appointed place to make men and women sure candidates for honor and welfare here, and for glory and honor and immortality hereafter?

Does some one say it is impracticable thus to keep the family at home? But how so? Let the pestilent breath of the plague be in the streets, and how easy to keep your doors shut, and your children within. No lure will tempt them abroad. But as things now are, there is a moral pestilence in the streets, more to be dreaded than any breath of the plague. It creates mightier reasons why families should be enconced at home. The pleasure as well as the safety of home should be all the more welcome—the more chosen, because of the harsh voices and dark visages that are without; because of the treachery, fascination, and seduction, that are sure to compass the unwary.

Suppose, then, staying at home were the order of the day. Children go from home to school, and from school home. The young people, and the parents, go from home to the calls of duty, and from these duties home. And they *make it to be home*—a sacred enclosure, shut away from the world. Not one family does this, nor nine, nor ninety and nine; but the whole hundred. And now, what was barely possible to the individual family, becomes a hundred times easier, from co-operation. If there were no children in the streets, mine would not beg to go.

The point is gained. Everybody is at home. And this, let me say, is only acting up to the nature of the case. A family is a world by itself; a little monarchy; not a republic, a monarchy; after the similitude of heaven. There are two things in heaven—governing and being governed. In every family there must be the same. There are two other things in heaven—loving and being loved. So it must be in every family. To copy the divine exemplar, is to be perfect.

But is there no limit to this staying at home? Shall there be no outdoor intercourse? Let me be the last to put an end to social life. Let it be cultivated; and let what I am pleading for, come in to heighten its character, sweeten its pleasures and increase its benefits. Families, I said, are little monarchies. They are the types of bodies politic. Let their intercourse be a kind of diplomacy—all in state. Avaunt all mis-

cellaneous herding together. Never forget the rules and limitations which personal dignity and self-respect always require. Pay your respects to your neighbors, and do it with a hearty good will. Mingle with your friends, and let a warm, vitalizing benevolence, acting and reacting between you, double all your joys. Let your children do the same. Do the same? Let them do it with you, and as a part of you, and all find home together.

And now for this intercourse with neighbors and friends, ordinarily let the day, not the night, be taken. I speak considerately and earnestly; however it may seem to some of you like beating the air. Use the day to be abroad. At night be within your own doors. "Lead us not into temptation."

Think not now, fathers, of grudging the time it will take from your business. Here is something of infinitely greater consequence than silver or gold, for which you give time so freely. This rearing of children, forming their characters—by doing it, or equally by not doing it—and thus fixing their eternal state. O, let me tell you money has no meaning when it comes into such a comparison. Many a man has felt it so, when he has come at length to stand, heart-broken, speechless, with eyes that cannot weep over the ruins of a son or a dishonored daughter. What millions would he not give—and more—till his back was cold and his mouth hungry, and his head pillowless, could he but make that son a man, or that daughter a woman? Away, then, your hot pursuit of the million, and come to this infinitely greater work—the guardianship and culture of your child. Take the safer hours of the day to open your house for others, or to venture abroad yourselves. And let night—if it must have its temptations, its carousals, its prowling monsters, that wait for evils,—find you at home. There gather your circle, in your own pure, crystalline state; and in the light of your own lamp take on improvement. Rely on the workings of your own minds and hearts; rally your own elements of thought and conversation; and never think of needing anything beyond yourselves, and your God, to make your hours short, your evenings happy, and then your pillows soft.

O, this evening at home—it is the golden part of your life. How exhaustless its resources for mutual entertainment and profit. The piano or not, according to circumstances, and not important; books, in endless variety, and up to the latest hour; conversation, as versatile and tireless as the twitter of the swallow or the chorus of the canary. History, with scenes and characters, a boundless store; the themes of Christianity, all heavenly and divine, sweeter than honey to the mouth; new chapters from the laboratories of science, and the cloisters of art; letters from friends, sometimes far off friends, making recollections dance, and setting hope on tip-toe. And now, at length, the closing hour—the family Bible, the hymn, the prayer, filled with the breathings of all their glad and joyous hearts. And now I seem to see, on their pillows, a sleep like that which comes to angels' eyes—so light, so celestial. There you have it, then—the *family at home*. And no chimera; no unearthly impossibility. It is all practicable. It is what the family constitution originally contemplated; and what every family ought to be. Give the matter the care it deserves, duly subordinating



other things thereto, and in less than a month, the reality would be here—in many, many a smiling home.

Suppose it done. Suppose all our families such; what sort of evening would come to-night? We'll stop, and see. I see angels all abroad, listening, it is so still. In each house is a little paradise, of more account in heaven than those sprinkled door posts in Egypt. The clock strikes nine, ten, eleven, twelve; the angels have gone up to tell the wonder—"No brawl in the streets; no shouts in any ball-alley; no excesses in any saloon; no vomit in any rum-cellar; no cursing and wrath under the key of the watch-house;" and all simply because the families are at home, and rightfully cultivated. Oh! what a gift God gave, when he gave the family. And what a ruin Satan achieves, when he spoils it.

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## WAR OF THE REGULATION.

(*Part II.—1769.*)

BY HON. DAVID L. SWAIN.

Of the series of facts relied upon in the Declaration of Independence to show that the direct object of the English government was to establish an absolute tyranny over the American colonies, the first in order and importance are—the refusal of assent to the most wholesome and necessary laws—the refusal of permission to pass laws of pressing importance, unless suspended in their operation—the refusal to pass laws for the accommodation of large districts of country, unless the right of representation were relinquished—the calling together of legislative bodies at places unusual, uncomfortable, and distant from their records, for the sole purpose of fatiguing them into compliance with royal measures—the dissolving representative houses repeatedly for opposing, with manly firmness, invasions on the rights of the people—and the refusal, for a long time after such dissolution, to cause others to be elected—the State remaining in the mean time exposed to all the dangers of invasion from without and convulsions within.

Tyranny not unfrequently exhibits itself in the most hateful forms in the remotest provinces of an empire. History, ancient and modern, abounds in proofs and illustrations. Prerogative powers were carried with a higher hand in the American colonies than in the mother country, and in no one of them were they asserted so frequently or exercised so oppressively as in North Carolina.

Anterior to the accession of Governor Dobbs, assemblies were ordinarily biennial and held a single session. He called an Assembly which met for the first time on the 12th of December, 1754, and began its ninth and last session five years thereafter—20th of November, 1759.

His last Assembly commenced its first session on the 30th of January, 1764. Governor Tryon, as we have seen, met this body at the opening of the third session in Wilmington, on the 3d of May, 1765. Fifteen

days thereafter, he avenged the contumacy of the town of Wilmington, and the representatives of the people, by proroguing the session to New-Berne, where the members were directed by proclamation to report themselves, on the 12th of March of the following year, 1766. The excitement created by the Stamp Act increasing, instead of abating, on the 21st of September—six months before the appointed day of meeting—the prorogued Assembly was dissolved. The public records, though the Legislature never met at Wilmington again, were not removed to New-Berne until five years thereafter.

He called a new Assembly to convene at New-Berne, on the 22d of April, 1766, but two months in anticipation of the time of meeting, prorogued the session to the 30th of October, and afterwards to the 3d of November. We have referred to the repose secured by this eighteen months' suspension of legislative power, consequent upon the dissolution of the Assembly, "for opposing, with manly firmness, invasions on the rights of the people." The extraordinary ascendancy which he so soon acquired over this, *his first Assembly*, which met him under circumstances calculated to produce the deepest irritation, cannot have escaped the attention of the reader.

He met this body for the third and last time on the 7th of November, 1768. The proclamation announcing the repeal of the Stamp Act bore date, it will be remembered, on the 26th of June, 1766. In the same month of the following year—1767—the bill passed Parliament to levy duties on tea, glass, paper, painter's colors, &c., imported into the colonies. Other enactments to coerce collections followed in quick succession. These new schemes of taxation were regarded as direct assaults upon civil liberty. Discontent deeper and more general than that produced by the Stamp Act, prevailed throughout the continent, and the southern and northern districts of the province were again united upon a common issue, in opposition to the government. The Governor encouraged by previous success, no doubt, supposed at the beginning of the session that his hold on this well tried body was too strong to be broken by what he hoped, and had reason to hope, would prove to be a mere temporary ebullition of popular feeling. It was soon apparent, however, that notwithstanding their personal devotion the representatives sympathized deeply with their constituents, and that general distrust prevailed of what had so long and so fondly been termed and considered the home government.

One of the earliest measures of the session, nevertheless, was to erect a new county west of Mecklenburg, which, in compliment to the Governor, was called Tryon. The mountain at the terminus of the southern boundary line, run during the preceding summer, had received his name, and his correspondence with the Secretary of State does not leave us to infer, merely from his peculiar cast of character, the double gratification with which he received this closing evidence of affection and respect. It is rather surprising that he should have permitted even high considerations of State policy to separate him from a body which he had so frequently moulded to his will.

The famous circular of the 11th of February, addressed by the House of Representatives of Massachusetts, to the Legislatures of the several Provinces, however, had been placed before them by Mr.



Speaker Harvey, and, as in the instance of the Stamp Act, the Governor had no disposition to indulge premature discussion on exciting topics. On the 5th of December he prorogued the session to the 31st of May, 1769, and on the 29th of April, announced a second prorogation to the 15th of June. On the 6th of May, forty days anterior to the appointed time of meeting, he informed the Council "that several members of the House of Assembly were absent or dead," and suggested "*that under the present circumstances of the country, it might be expedient to dissolve the present Assembly.*"

Greatly to the gratification of the Regulators a proclamation was forthwith published announcing the dissolution of the General Assembly, and writs issued to the several counties for the election of new members, returnable at New-Berne.

At Hillsborough, on the 3d of October in the preceding year, at the close of his first campaign against the Regulators and six months previous to the election of members to the new Assembly, the Governor announced by proclamation that in several parts of the Province, particularly in the counties of Orange, Anson, Rowan, and Johnston, "divers dissolute, outrageous and disorderly persons" had attempted to deter the civil magistrates from the execution of their duty, and committed many acts of violence under the influence of wicked and designing men; that the greater number of the insurgents had laid down their arms and implored clemency, others had been convicted of their crimes, and a still greater number through fear of punishment had absconded, to the great injury of their families, and that, therefore, in compassion to the misguided multitude, he had determined to extend to all of them His Majesty's most gracious pardon, with the exception of James Hunter, Ninian Hamilton, Peter Craven, Isaac Jackson, Herman Husband, Mathew Hamilton, William Payne, Ninian Bell Hamilton, Malachi Fyke, William Moffit, John O'Neal, Christopher Nation and Solomon Gross.

To one of these outlawed and exiled men it is now proper to direct more particular attention, and endeavor to ascertain his true character. Caruthers' estimate, founded upon the traditions, current in the country at the period of his researches, and Tryon's maledictions in official documents, have been carefully collated in the preceding narrative. It is our purpose now to offer evidence in relation to him gleaned from contemporaneous publications and unpublished historical documents, which have hitherto escaped observation.

It will probably never be ascertained where and by whom Husband's "Impartial Relation" was printed, or who was the author of the "Fan for Fanning." With the exception of Judge Moore's *brochure* in opposition to the Stamp Act, they are the only ante-revolutionary political pamphlets which have come down to our times.

The "Fan for Fanning" exhibits strong internal evidence that the author was by birth a New England man. It was printed at Boston in 1771. Shubal Stearns, to whom reference has been made as the founder of the Baptist Church at Sandy Creek, and of whom we will have occasion to speak more fully hereafter, was a native of Boston. Daniel Marshall, his brother-in-law and his able and faithful assistant in the ministry, was born in Connecticut. They were doubtless lead-

ers of the religionists referred to by Governor Tryon, in 1765, as "a sect who call themselves New Lights, (not of the flock of Mr. Whitefield,) but Superior Lights from New England," and, in 1769, in representing the difficulties encountered by Mr. Fiske, "his parish, I am told, is full of Quakers and Ana-Baptists—the first no friends, and the latter avowed enemies, to the mother church."

"The author of the "Fan for Fanning," whether a citizen of Boston or Sandy Creek, adopts Husband's narrative throughout, and in addition to the leading facts in the "Impartial Relation," supplies personal incidents which must have been derived from familiar and intimate association with the author. In relation to the book and the writer, he states, "I have in my hands an account of all the affairs in Orange county in which place the Regulation has made the most noise. It was written by one who speaks thus of himself, viz: 'The truth of the whole cannot be denied, but if it should, this I am sure of, that I never can be convicted, in myself, wilfully and knowingly, either of having concealed a truth or of setting forth an untruth; and, likewise, that I have been so well acquainted with the whole affair, that I think no man in the Province could give a better (that is, a more authentic,) relation of the matter.'"

After this emphatic endorsement of the "Impartial Relation," he makes the following statement in connection with the personal history of the author, and his claims to respect and confidence:

"It is often a question with readers, who is the author? For answer in the present instance, I can inform them that the author above quoted, was esteemed a good, sensible and honest man in the place of his nativity. One anecdote of his life will give the reader an idea of the man. He is the eldest son of a reputable farmer, who died suddenly, possessed of a large landed interest, and without leaving a will; which interest, by the laws of the Province in which he had lived, fell to the eldest son, our author, who was, at the time of his father's death, in North Carolina, where he had, with much industry and care, made a good settlement for himself and family. Upon the death of the father, the rest of the children sent for their elder brother to come and take possession of, and settle their father's effects. He came, and finding that his father had made no will, said: 'It could never have been the intention of my father, that I should have all his landed estate.' Therefore, he sold the whole estate, save a small farm or tract of about 200 acres, which his brothers and sisters desired him to keep, and made due distribution of all the moneys arising from sale of said lands, to the great satisfaction of his brothers and sisters. This shows that he was a *just* man; and one that loved virtue more than riches. I am the more pleased with this part of our author's character, as a similar conduct in the character of the great Philosopher, Doctor Francis Hutcheson, Professor in the University of Glasgow, is much magnified, and pointed out as a remarkable and almost singular instance of disinterestedness."

From this account by the personal friend and admirer of Husband, we may turn to autobiographical notices of his history exhibited incidentally in his own "Impartial Relation." We present them with such changes of phraseology and transposition of paragraphs as are necessary to unity and compactness of narration:



"What a weak religion must it be that needs anything to support it, but what proceeds from voluntary consent and good will! It is strange that the Christian religion cannot maintain its ground by the same means that it gained it."

"I was educated myself in the principles of the Church of England, and have duly examined most other sects and cannot say any of them is sounder or freer from error in their principles than she. But this maintaining of the clergy by establishment, suppose it don't corrupt a true minister, yet it is the very course that makes ordinary, wicked, lazy men creep into orders purely for a livelihood, or office of profit to get gain in an easy and lazy way."

"It is said that the Governor represented us as a faction of Quakers and Baptists who aimed to overset the Church of England, &c. This caused us to view ourselves, when we found our body to consist promiscuously of all sects, and the men we put most trust in were of the Church of England communion. The formality of subscribing articles or swearing had never been in use since the Governor's secretary met us, and to prevent mobs and riots was our chief study as they were the only things that we found our enemies could get any advantage against us in, and what we believed they endeavored to drive the populace to."

Both Husband and the author of the "Fan for Fanning" state expressly that neither Husband nor the citizens of Sandy Creek concurred in, or had any knowledge, until some time after the meeting, of the resolutions adopted by the inhabitants of the west side of Haw River on the 22d of March, 1768. They insist moreover that the measures proposed by that meeting were considered rash and unlawful. They took pains to convince them of the danger of their course, without stifling their zeal for reform, and succeeded in inducing both settlements to unite in the formation of the Association of the 4th of April, 1768, when the whole body of reformers organized under the name of Regulators. A reference to these articles will show that they entered into an Association "for regulating public grievances and abuses of power in the following particulars:" 1. To pay no unlawful taxes, "unless we cannot help it or are forced." 2. To pay no officer unlawful fees, "unless we are obliged to it, and then to show our dislike and bear open testimony against it." 3. To assemble as often as convenient "to consult our representatives," to choose suitable men for burgesses and vestrymen, "to petition the House of Assembly, Governor, Council, King and Parliament for redress of grievances." 4. To contribute the sum required for the necessary expenses of the association, "according to our abilities," and, 5thly, "That in case of difference in judgment we will submit to the judgment of the majority of us."

The most searching scrutiny will fail to detect the semblance of sedition or treason in this platform. Nay, more, it is impossible to examine it carefully in connection with the history of the times without being impressed with the patience, prudence and forbearance of these oppressed and persecuted men. Even the resolutions of the 22d of March, against which Husband and the followers of Shubal Stearns felt themselves called upon to protest, and which were subsequently denounced by the Sandy Creek Baptist Association, were not more violent than sentiments avowed and resolutions adopted by political meetings of the

present day, in every section of the country, and on every side of every political question.

Notwithstanding his disavowal of all connection with the Haw River meeting, Husband was indicted as having been one of the rioters, assembled on that occasion. His trial took place at March Term, 1769, of Orange Superior Court. On the 25th of April, Governor Tryon informs the Earl of Hillsborough that "Herman Husband who was, and is still, believed to have been at the bottom of the late disturbances took his trial at the Superior Court and was acquitted for want of proof." The circumstances connected with his arrest and repeated imprisonment, on this charge are given in the language of the cotemporaneous author to whom we have referred as the friend and associate of the prisoner :

"On the morning of the second day of May, 1768, about twelve men all armed with guns and pistols, entered the house of Mr. Herman Husband, through the back door. One of them immediately laid hold of said Husband, saying, 'you are the King's prisoner!' For what? asked Husband. 'On suspicion of being concerned in the Mob,' replied the captor; and immediately hurried him off, not suffering him to take leave of his family. In travelling a little distance from Husband's house they fell in with Fanning, who was waiting for them, who treated the prisoner with contemptuous ridicule. Thus escorted they arrived at Hillsboro, where Husband, and Butler, whom we have mentioned before, were put into a fort, mounted with swivel guns, under a strong guard. From this place of confinement, after a few hours, Husband was taken before a magistrate, who charged him as follows, viz: '*Somebody* hath informed against you, that there is cause of suspicion, of your having a hand in the mob.' Husband denied the charge; then Col. Fanning being called and sworn, said 'that he (Fanning) formerly received a paper, summoning him to appear at a mill, and he *thought* it was Husband's hand-writing.' 'And further, that he had received a paper from the mob which referred to that paper.' Thomas Hogan was then sworn who said, that Husband had confessed that he had been at some meetings of the mob. Upon this, he was committed close prisoner to the common jail; where he continued till about midnight, when he was taken out, and tied with hands behind his back, and set on horseback, and tied with feet under the body of the horse, and led away, with design, as they said, who were the ministers of this cruel treatment, to hang him, without judge or jury. Husband, alarmed at this, desired to see Col. Fanning; Fanning came asked wherefore he had been sent for; Husband answered, 'if you will release me and set me free, I will promise not to concern myself any more, whether you take too large fees or not.' Upon which, Fanning says you must promise 'never to give your opinion of the laws, never to assemble yourself among the people, never to show any jealousies of the officer's taking extraordinary fees, and if ever you hear any speaking disrespectfully of the officers, or hinting jealousies respecting their fees, you will reprove and caution them, that you will tell the people you are satisfied all taxes are agreeable to law, that you will do everything in your power to moderate and pacify the people.' All which Husband



promised; alleging in his own favor that *Duresse* excused him from obligation."

The Governor, at the time he announced the dissolution of the Assembly—6th of May—directed the election of members to a new one, to meet in New-Berne on the 5th of October. Shortly before the election, the Regulators published an address to the citizens of the Province, which in many respects contrasts favorably with productions emanating from the political conventions of modern times. We give the concluding paragraphs as indicative of the character of the author and the voters whose suffrages such sentiments and opinions were expected to command. After an enumeration of the grievances under which the Province had so long labored, the address proceeds as follows:

"But you will say, what is the remedy against this malignant disease? I will venture to prescribe a sovereign one if duly applied; that is, as you have now a fit opportunity, choose for your Representatives or Burgesses such men as have given you the strongest reason to believe they are truly honest—such as are disinterested, public spirited, who will not allow their private advantage once to stand in competition with the public good. You grant the prescription is sovereign: but how shall you obtain such? I answer: Let your judgment be formed on their past conduct; let them be such as have been unblamable in life, independent in their fortunes, without expectations from others; let them be such as enjoy no places of benefit under the government; such as do not depend upon favor for their living, nor derive profit or advantage from the intricate perplexity of the law.

"In short, let them be men whose private interest neither doth nor can clash with the interest or special good of their country. Are you not sensible, brethren, that we have too long groaned in secret under the weight of these crushing mischiefs? How long will ye in this servile manner subject yourselves to slavery? Now shew yourselves to be free men, and for once assert your liberty and maintain your rights. This, this election let us exert ourselves, and show, that we will not, through fear, favor or affection, bow and subject ourselves to those who, under the mask of friendship, have long drawn calamities upon us. Should we now through fear or favor act as we have done, contrary to duty and interest; so far as we do this, we contribute to all the mischief consequent upon it. Where then is that moving principle, self-preservation? Will you, can you, voluntarily submit yourselves to ignominy and want? These will aggrandize themselves and swim in opulence. Have they not monopolized your properties; and what is wanting but time to draw from you the last farthing? Who that has the spirit of a man could endure this? Who that has the least spark of love to his country or to himself would bear the delusion? In a special manner then, let us, at this election, rouse all our powers to act like free public spirited men, knowing that he that betrays the cause now betrays his country, and must sink in the general ruin."

The result of the election was the return of more than thirty new members. The House was an able one. Robert Howe, of Brunswick, Sam'l Johnston, of Chowan, Thomas Person, of Granville, Abram Alexander and Thomas Polk, of Mecklenburg, Herman Husband, of

Orange, John Ashe and James Moore, of New Hanover, John Harvey, of Perquimans, Griffith Rutherford, and Matthew Loeke, of Rowan, Maurice Moore, from the town of Brunswick, Richard Caswell, of New-Berne, and Cornelius Harnett, of Wilmington, are all familiar names to the student of revolutionary history. The House of Commons, as at present constituted, consists of one hundred and twenty, instead of eighty members, as in 1769, but does any one remember to have seen in this branch of the General Assembly, in modern times, fourteen members of greater practical wisdom, purer patriotism or higher civil and military renown?

The Assembly met at New-Berne, on the 23d of October. John Harvey, on motion of Richard Caswell, was unanimously appointed Speaker.

The Governor probably met the present Assembly under the hope and expectation that by gentleness and forbearance he would soften and allay the prejudices and apprehensions with respect to the recent measures of Parliament, in relation to taxation, which he knew pervaded every portion of the Province. However this may have been, he soon found that the opposition to the government was universal and invincible. The representatives of the southern district were no less unanimously opposed to the new imposition upon commerce than they were to the Stamp Act. A majority of the members, from the Granville Patent, to the common cause added new issues of a more imposing character. With them the rallying cry was not merely resistance to taxation, but, for the first time in our history, they were prepared to assert the principles of religious as well as civil liberty.

The Governor's speech at the opening of the session, after proper references to the various subjects of ordinary legislation which would require their attention, concludes with stating that he was authorized to assure them that the King's ministers had at no time entertained a design to propose to Parliament the imposition of further taxes on the colonies for the purpose of raising a revenue, and that it was their intention to recommend the repeal of the obnoxious duties on glass, paper and colors, as having been imposed in violation of the principles of commerce.

The temper of the House is very clearly indicated in the reply.—They remark that the information he has been pleased to afford them of the intention of the King's ministers was very grateful to them, and would be much more so when they should find these designs carried into execution, even upon the consideration that the duties designed to be repealed were imposed contrary to the true principles of commerce.

On the 9th day of the session—2d of November—the Speaker placed before the House a communication from the House of Burgesses of Virginia, dated on the 9th of May. The character of the discussion which ensued may be inferred from the resolutions adopted, and the subsequent correspondence with the Governor. Having no immediate access to the unpublished journal of that session, we present the summary account of it given by Martin :

The house came to a unanimous resolution, that the sole right of imposing taxes on the inhabitants of the province, was, and had ever been,



legally and constitutionally vested in the house of assembly, lawfully convened according to the ancient and established practice, with the consent of the council and the king, or his governor; that it was the undoubted privilege of the inhabitants of the province, to petition the king for the redress of grievances, and it was lawful and expedient, to procure the concurrence of the other colonies, in dutiful addresses, praying the royal interposition, in favor of the violated rights of America; and that all trials for treason, misprision of it, felony or any other crime, committed in the colony, by any person residing in it, ought, of right, to be in one of the king's courts, held there according to its fixed and known rules of proceeding; and that seizing any inhabitant on suspicion of any crime committed in the province, to be sent beyond sea for trial, was highly derogatory to the rights of the British subjects, as thereby, the inestimable privilege of being tried by a jury of the vicinage, as well as the liberty of summoning and producing witnesses, at the trial, was taken away from the party accused.

An address was prepared for the king. It began with assurances that his subjects, in North Carolina, were distinguished by their loyalty and firm attachment to him and his ancestors, were far from countenancing treasons, and ready at any time to sacrifice their lives and fortunes in defence of his person and government. It expressed the deepest concern, and heartfelt grief of the house, that their loyalty had been traduced, and those measures which a just regard for the British constitution made necessary duties, had been misrepresented, as rebellious attacks on his government.

The house next observed, that, when they considered, that, by the established laws and constitution of the colony, the most ample provision was made, for apprehending and punishing any person who should dare to engage in any treasonable practice, or disturb the tranquility of government, they could not, without horror, think of the new, unusual, illegal and unconstitutional mode, recommended to the king, of seizing and carrying beyond the sea, the inhabitants of America, suspected of any crime, to be tried in any manner contrary to the ancient and long established course of proceeding; they pitied the deplorable situation of an American, who, having incurred the displeasure of any person in power, might be dragged from his native home and his dearest domestic connexions, thrown into a prison, not to await his trial before a judge or a jury, from a knowledge of whom, he might be encouraged to hope for speedy justice; but to exchange his imprisonment in his own country, for fetters among strangers, conveyed to a distant land, where no friend nor relative would alleviate his distresses or minister to his necessities, and where no witness could be found to testify his innocence, shunned by the respectable and honest, and consigned to the society and converse of the wretched and abandoned, he could only pray them to end his misery with his life.

Truly alarmed at the fatal tendency of these pernicious councils, and with hearts filled with anguish, by invasions so ingenious of their dearest privileges, the house prostrated themselves at the foot of the throne, beseeching the king, as their sovereign and father, to avert, from his faithful and loyal subjects, the miseries which must necessarily be the consequences of such measures.

The address concluded by expressing the firm confidence of the house, in the royal wisdom and goodness, and assurances that the daily prayers of his people in the province, were addressed to the Almighty; that he might, long and prosperously, reign over Great Britain and his other dominions; and that, after death, he might taste the fullest fruition of eternal bliss; and that one of his descendants might wield the sceptre over the extended British empire, till time should be no more.

The Governor informed the house by message that some of the resolves on their journals, after the assurances he had given them in his speech, had sapped the foundation of confidence and gratitude, torn up by the root every sanguine hope he had entertained to render the province any further service, if he had rendered it any, and made it his indispensable duty to put an end to the session.

The house replied that his assurances at the opening of the session, of the repeal of certain acts, so contrary to the interests both of Great Britain and America, had the repeal of them been in his power, would have been a certainty, upon which the house could not but have relied, without indeed sapping the foundation of confidence and gratitude, and justly forfeiting all title to his future favor and services; but as those assurances were in consequence of expectation formed on the intentions of ministers to recommend such repeals to Parliament, who might not be in place at the next meeting of that body, the house could not but think it a duty they indispensably owed to their constituents, to express their disapprobation of acts and measures, in their apprehension, grievous and unconstitutional. To this motive alone, they begged him to impute these resolves and not to a loss of confidence in him, or a want of a very grateful remembrance of the signal services he had rendered to the province; and they took this opportunity of declaring to the world that the benefit which had accrued to the province from his administration had excited in their bosoms the warmest sensations of gratitude, and would deservedly obtain for him the blessings of posterity.

The Governor answered he was sorry to observe the house had founded their late conduct on a jealousy of the intention of the ministers, who might not be in office at the next meeting of Parliament. He assured them he had received the sentiment which he had communicated as the voice of the crown, and did not believe a change in the ministry would produce any in the measures adopted by the king's present servants.

The characteristic letter from Governor Tryon to the Earl of Hillsborough, dated 22d of November, 1769, will illustrate with sufficient clearness the brief but proud history of the fifteen days during which his arbitrary spirit brooked and tolerated the utterance of liberal principles. The petitions of the citizens of Tryon, found among the papers of the late Waightstill Avery, and endorsed in his well-known hand writing, and of the citizens of Rowan and Orange, presented by Herman Husband, as well as the letter of Governor Tryon, referred to above, are now published for the first time. They exhibit the expanding causes of dissension, and the new issues between the people and the government, in a very different light from that ordinarily reflected upon them by the most accurate of our historians:



BRUNSWICK, 22nd November, 1769.

I am to inform your Lordship by a vessel that sails to-morrow from this river for Hull, that I opened the General Assembly of this province on Monday the 23rd of October, and that on Thursday, the second of this month, the House of Assembly, without the least previous knowledge of their intention being communicated to me, unanimously adopted and entered upon their journal some resolves, with an address to his Majesty, similar to what was framed by the House of Burgesses of Virginia, in May last.

As the address of the Assembly in answer to my speech had been prepared some days before this transaction, and only waited till my health would permit me to receive it; I sent to the House on Friday the 3rd of November, to present their address to which I made a reply. Saturday, the 4th, I ordered the clerk of the House of Assembly, to wait on me with the votes of that House, where finding the above-mentioned resolves and address entered their upon journals, about noon the same day I sent for the immediate attendance of the House, and expressed to them my sentiments of their conduct, but postponed the dissolution of the Assembly till Monday, as I understood they had a bill preparing for the appointment of an agent agreeable to the form prescribed by his Majesty.

On Monday morning, the 6th, the House of Assembly sent me a message, a copy of which I enclose, together with my answer. At three I went to the Council Chamber, and sent to require the immediate attendance of the House, when, in a speech, I dissolved the General Assembly, after passing a bill for the appointment of Mr. Henry Eustace McCulloch, agent for this province for two years, with three other bills.

By the advice of His Majesty's Council writs for a new election are not to issue till the first of February next, the elections to be made the 12th of March, and the Assembly to meet at New-Berne the first week in May, before which period, I much wish to be honored with his Majesty's further commands, and to hear of the repeal of those acts of Parliament laying duties on paper, glass and colors in America.

This province appears to be in a stricter union with Virginia than with any other colony, and I believe will steadily pursue the public conduct of that colony.

I arrived here last Monday, leaving my secretary at New-Berne to collect the journals of the House of Assembly and other public papers, in order that they may be transmitted as early as possible to your Lordship's office. This is my apology for sending your Lordship at this time printed copies of the principal transactions of the last Assembly.

I beg leave here to acknowledge the receipt of your Lordship's letters up to No. 25 inclusive. I have endeavored to comply with the directions contained in them.

I am, my Lord, with much respect and real esteem, your Lordship's most obedient, &c.

WILLIAM TRYON.

### PETITION FROM THE CITIZENS OF TRYON COUNTY.

*To His Excellency William Tryon, Governor and Commander in Chief in and over this His Majesty's Province of North Carolina; the Honorable His Majesty's Council; and gentlemen of the General Assembly of this Province.*

The petition of the inhabitants of Tryon county, being of the Presbyterian denomination, humbly sheweth that we your petitioners humbly conceive that we have been much aggrieved for some years last past by an act concerning marriages.

1. By the preamble wherein it is set forth that the ministers of our profession not considering themselves included and restrained by the laws theretofore made and provided, did fraudulently and unlawfully celebrate marriage without license or publication of banns. This charge we do aver is wrongfully thrown upon us. We are sorry that a report so scandalous to us and injurious to that reputation we desire always to maintain has ever once been believed. The practice had not then, nor at any other time before obtained among us. The constitution of our church requires thrice publication of banns, in common with our bretheren of the church of England; and if any minister presumes to join persons in wedlock without license or publication of banns he brings himself under the penalty of a total suspension from his office by the rules of our church.

2. By the eighth and ninth sections of this act our ministers are forbid to marry with rightful publication of banns—a privilege which a million of our fellow professors in America now enjoy, whose ancestors have enjoyed ever since they settled on this continent; neither was it ever taken from any dissenters in America until it was taken from us by this act of which we now complain. We pray and beseech you, therefore, to restore us back to the enjoyment of this privilege, in common with our neighboring provinces. Let us not, we intreat, be the only persons to whom it is denied. Our hopes, trust and confidence is that in your wisdom, after due consideration had, you will alter the several clauses complained of, and permit our clergy to celebrate marriage, with publication of banns, and your petitioners as in duty bound shall ever pray.

### PETITION FROM ORANGE AND ROWAN COUNTIES.

*To his Excellency William Tryon, Esq., Captain General, Governor, and Commander in Chief in and over the Province of North Carolina; To the Honorable the members of His Majesty's Council; Mr. Speaker and Gentlemen of the House of Assembly:*

The humble petition of us inhabitants of Orange and Rowan counties, true and faithful subjects of His Majesty King George III, sheweth:

That we your petitioners do now and long have labored under many and heavy exactions, oppressions and enormities, committed on us by Court officers in every station—the source of which our said calamity we impute to the countenance and protection they receive from such of our lawyers and clerks as have obtained seats in the House of Repre-



sentatives, and who, intent on making their own fortunes, are blind to, and solely regardless of their country's interest, are ever planning such schemes, or projecting such laws, as may best effect their wicked purposes; (witness the summons and petitions aet, calculated purely to enrich themselves and creatures, at the expense of the poor and industrious peasant, besides a certain air of confidence, a being part of the Legislature, gives these gentlemen to the perpetration of every kind of enormity, within reach of their respective offices;) and seeing numbers either from interested views, for the sake of treats, or from some other sordid motive, are still so infatuated and will be as to vote for these gentlemen whereby to advance them to that important trust, though themselves and family sink as a consequence, and seeing those inconsiderate wretches involve your poor petitioners, together with thousands of other honest, industrious families in the common destruction; we therefore humbly implore your Excellency, your honors and your worships, in the most supplicating manner, to consider of and pass an act to prevent, and effectually restrain, all and every lawyer and clerk whatsoever from offering themselves as candidates at any future election of Delegates within the Province, and in case any such should be chosen the choice shall be utterly void in the same manner as the law now allows in case of sheriffs being elected.

And may it please you to consider and pass an act whereby to allow clerks of the court and crown, &c., certain yearly stated salaries instead of perquisites, making it highly penal for any clerk to demand, or even to receive, directly or indirectly, any fee, gift or reward, under color of his office, any other than his certain stated salary, and in order to raise the said salary, may it please you to lay a certain fine of so much in the pound on every action brought to trial, with half so much on such as are compromised before issue joined, as to you in your great wisdom shall seem meet, which said fines shall be collected at the same time and in the same manner with all other taxes.

And may it please you to consider of and pass an act effectually to restrain lawyers from demanding, or even receiving, any other or greater fee or reward than is now established by the laws of this Province, with only half so much for all such actions as shall be compromised before trial. And as we humbly conceive the fees now allowed by law are highly sufficient, and that any other or greater fee were oppression and cruelty, and can serve no other purpose than to enrich one part of his Majesty's subjects and beggar the other, we therefore beseech you to make such severe act, in order to restrain such open violation of the laws as to you in your great wisdom shall seem meet.

And seeing the now acting clerks have, notwithstanding their many enormities, so fortified themselves against all the laws now in force, as to render themselves invulnerable to prosecutions, partly from their own superior cunning and partly from our invincible ignorance; we humbly beseech you to take the same under your serious consideration, and for our relief to pass an act to cashier all the now acting clerks, and fill their place with gentlemen of probity and integrity; and may it please you to insert some clause in said act, prohibiting judges, lawyers or sheriffs from fingering any of their fees, directly or indirectly, until the cause, suit or action, on the which the said fee is due be

brought to a final determination, and that all obligations for more than the legal fee be void in law; this measure will, we hope, effectually prevent those odious delays in justice so destructive, yet so fatally common among us.

And may it please you to grant us a repeal of the act prohibiting dissenting ministers from marrying according to the decretals, rites and ceremonies of their respective churches—a privilege they are debarred of in no other part of his Majesty's dominions, and as we humbly conceive, a privilege they stand entitled to by the Act of Toleration; and, in fine, a privilege granted even to the very Catholics in Ireland, and the Protestants in France.

And may it please you to consider of and pass an act to divide the several counties within this Province into proper districts, appointing a collector in each to raise and collect the several taxes laid and to be laid by law, who shall be accountable and make all returns to a county officer to be nominated for that purpose, and who shall settle and account annually with the Assembly. This method will, we humbly conceive, effectually prevent the sheriffs from robbing and plundering the country, and spending their ill-got gains in riot, purchasing estate, or bearing off the same into other provinces, as they frequently do, to our unspeakable prejudice, who are obliged to make good the deficiency.

And may it please you to consider of and pass an act to tax every one in proportion to his estate, for however equitable the law, as it now stands, may appear to the inhabitants of the maritime parts of the Province, where estates consist chiefly in slaves, yet to us, in the frontier, where very few are possessed of slaves, though their estates are in proportion in many instances, as of one thousand to one, for all to pay equal, is, with submission, very grievous and oppressive.

We beseech you to consider of a repeal of the summons and petition act—an act replete with misery and ruin to the lowest class of people throughout the Province; and may it please you to pass in lieu thereof an act to empower a single magistrate to try and determine as high as five or six pounds, without appeal, assisted by a jury of six men, if demanded by either of the contending parties.

We further beseech you to consider of and pass an act to make inspector's notes on unperishable commodities, of the produce of this Province, a lawful tender, at stated prices, in all payments throughout the Province, as such tenders, we humbly conceive, will not, in any shape, interfere with his Majesty's instructions, or with an act of Parliament, prohibiting any further emissions of paper currency in any of his colonies or plantations in America.

And may it please you to grant us a division of the county; great inconveniences as well as expense, attend our distance from the courts of justice; and we humbly conceive such division cannot be prejudicial to any number of persons whatever, and if obtained through your candor would confer the highest benefit on your poor petitioners.

We beseech you to consider of some proper staple or staples of the manufacture or produce of the country, to answer foreign demands; would not (with submission) potash be a fine article to answer the British markets? and, in a country abounding in wood, the very ashes now thrown away might, with encouragement, (if manufactured) be a



saving of some thousands per annum to the Province, and render voyages to Riga, Narva, and Dantzick, from Great Britain for that useful commodity needless.

And seeing the state of the sinking fund is a mystery that exercises the ablest heads among us, and according to the best calculation hitherto made £27,000 (besides what is now afloat,) was collected from the Province at the payment of the tax for the year 1767, more than has ever been emitted; and as we humbly conceive the said sums are now in the hands of the treasurer, sheriffs, and other officers, to the great prejudice of the country of whom those sums are re-demanded: We therefore humbly implore you to make diligent inquiries into the several departments and inform yourselves justly of the sums raised, by whom, and to what uses applied; as also enquire strictly into the sums remitted from England, the quantity and disbursement of the same; in like manner inform yourselves how Starkey's notes have been disposed of, and whether the Province has been charged therewith in common with other emissions, which we should not, as his Majesty never assented to the act for striking said notes.

Lastly, we humbly implore you to have your yeas and nays inserted in the journals of your House and copies of such journals, transmitted along with the copies of the acts to every Justice that by this means we may have an opportunity to distinguish our friends from our foes among you, and to act accordingly at any future choice. And by granting us these just, wholesome and necessary laws, you will heal the bleeding wounds of the Province—will conciliate the minds of your poor petitioners, to every just measure of government, will make the laws what the constitution ever designed they should be, our protection and not our bane, and will cause joy, gladness, glee, and prosperity diffusively to spread themselves through every quarter of this extensive Province, from Virginia to the South and from the western hills to the Atlantic ocean. And your petitioners, as in duty bound, shall ever pray.

Some of the grievances complained of and remedies proposed by these rustic reformers, at their first enunciation are well calculated to produce a smile, if not to provoke ridicule. More deliberate consideration in connection with contemporaneous history may give rise to very different emotions. The careful reader will be surprised to find the extent to which the seemingly crude theories of these backwoods philosophers influenced our subsequent legislation and impressed themselves on our organic laws. Various provisions in the constitution of 1776 cannot be clearly comprehended without accurate acquaintance with this portion of our history. We will have occasion to refer to the adoption of these principles as they present themselves from time to time. At present, we will content ourselves with a brief reference to the propositions to render lawyers ineligible to the Legislature and to restrain judges, lawyers and sheriffs from illegal collection of fees. These are probably without a parallel in English or American history except in the code of Jack Cade, and yet the causes which gave rise to them may well suggest the enquiry whether there may not have been more justification for the course of that summary statesman than we would infer from the Shakesperian chronicle.

As a general rule the history of civilization the world over shews that

lawyers have been the earliest and most earnest advocates of civil liberty. That there are some exceptions may be reasonably inferred from the following statements :

Governor Dobbs entered upon the duties of his office, in the autumn of 1754. He was an Irishman, had been a member of the Irish parliament, and was advantageously known for efforts in connection with the English Board of Admiralty to promote the discovery of a north-west passage to Japan, China and India. He was a man of letters as well as enterprise, of ardent temperament and generous impulses. He was quite seventy years of age, however, at the date of his appointment and was not, even in his prime, the equal of his successor in administrative ability. He brought with him a number of his relations and countrymen, who came with high hopes and expectations of official promotion, and lucrative employment. The community were not long in arriving at the conclusion that the modest adventurers succeeded at least in proportion to their merits. He gave offices to as many as could be provided for in that way, and when nothing better could be done, license to practice law, without previous study, was a common boon. In 1760, we find the Assembly complaining of his granting licenses to ignorant applicants for the sum of four pistoles, and of the evils arising from the erroneous decisions of *lay Judges*. They referred, among other instances, to the fact that corporal punishment had been inflicted by one of them, the nephew of the Governor, on an innocent person, without a trial by jury, contrary to law and in violation of the great charter of English liberties.

The present Assembly was dissolved too suddenly to admit of the discussion of any of the measures of reform proposed by the Regulators. We copy from the records of the succeeding Assembly the resolution and report adopted on the 3d of January, 1771, at which time, as it will be seen hereafter, Col. Fanning having deposed Herman Husband, had thrown himself at the head of the Reformers. The judges had apologized for his extortions, and it was meet and proper that he should in turn justify the speculations of the Chief Justice.

“ Order of the day, the act for regulating officers’ fees, passed in the year 1748. *Resolved* that the fee of 3s. to the Chief Justice for every writ, and the fee of 2d. for docketing the said writ, the fee of 2s. for a venire in every cause, the fee of 1s. for every subpœna, the fee of 6d. for every rule and order, not actually made and entered, the fee of 2s. for every execution, the fee of 2s. 8d. for every original attachment (unless the Chief Justice signs it himself,) and the fee of 3s. 8d. for every scire facias are abrogated and obsolete.

The House considering “ the several fees taxed for the Chief Justice on services formerly literally performed, but by the changes gradually wrought through a considerable lapse of time by different laws respecting the mode of issuing process and regulating the mode of proceeding become disused and obsolete though constantly and uniformly charged by all his predecessors.”

“ *Resolved*, That this House have a high and just sense of the integrity and probity of the present Chief Justice (Mr. Howard’s) official conduct and deportment, and that for the reasons aforesaid, he stands



in the opinion of the members of this House, acquitted from every the least imputation of fraud or injustice for the receipt of any fees by him for any of the services referred to in the report of the committee."

In the present as in the previous chapter, we have preferred that the actors on both sides shall, where practicable, relate their own story in their own language, rather than substitute glosses or paraphrases of our own. We esteem ourselves fortunate in thus far having had at our command authentic documents, in relation to all the leading facts connected with this hitherto obscure era in our annals.

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### WORKING TEACHERS.

"This is the working world in God's Universe," and we find in every sphere of action that nothing great or good can be accomplished without earnest, self-denying effort. And the teacher's life is not an exception. Whoever assumes the responsibilities of a teacher should do so expecting to work. Not only during the time allotted to school exercises, but at all times and in all places he is to have a mind awake, eagerly searching for truth, and a heart full of love for this particular calling.

First, there is the preparatory work. However varied and extensive may be the knowledge of a teacher, a reviewal, each day, of the lessons to be recited, is necessary, in order that incidents and illustrations that will be of benefit to the pupils, may be in mind at the time of recitation. Every teacher should also pursue some course of study, for in this way he will not only gain much useful information and discipline his mind, but also experience the difficulties of close study, and thus be better fitted to assign lessons to others.

Next, is the teaching work, which taxes both physical and mental powers. For instance, a teacher has a class numbering from twenty to thirty pupils to recite in half an hour. These are to be so questioned that the teacher can ascertain just the preparation each scholar has made for this recitation. Then he is to feed their opening minds with such new thoughts as will leave them hungering for more. During the whole time close attention is to be paid to the deportment of each pupil. And in order to discharge all these duties well, in so short a space of time, a teacher must work. In this manner several hours each day are spent.

There is, also, the general work. This includes numberless duties. Those who fill the responsible situation of principal have a double portion to perform, having not only the government of pupils not directly their own, but what often requires more patience, the direction of other teachers. But we are so constituted that work is an element of our being, and therefore necessary for our happiness. And though the calling of a teacher has peculiar trials, it has also peculiar joys. It is the general influence of the teacher which impresses his own character most deeply on the minds of his pupils.

And thus the working Christian teacher will never lose his reward. He will find it in the approval of his own conscience, the gratitude of his pupils, and the blessing of the Great Teacher:—*Maine Teacher.*

## Common School Department.

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### AN EXTRACT,

*From the Report of the Superintendent of Common Schools.*

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#### GENERAL STATISTICS FOR THE YEAR 1859.

The leading facts of the Common School system for the year 1859, are but little different from those of the preceding year. In a few counties the number of children attending school was not quite as great as during the year 1858; but, generally, this was owing to causes having a favorable influence upon the ultimate success of the schools, while the average attendance was better than in previous years.

Several counties have been entirely redistricted by actual surveys, and in some instances these changes have temporarily closed the schools.

The disposition to build new and better houses seems annually to increase; and this, with the desire to accumulate the fund in order to employ the best teachers, and for longer terms, has also caused vacations in a number of districts during the past year.

There has also been a very general and material advancement in the wages of teachers; and while this is a good sign, it will cause the schools to be of shorter duration, or else to be opened at less frequent intervals.

And it may be added, that the county returns are generally fuller when made just before the meeting of the Legislature, the chairmen having a laudable desire to enable me to present the system as justly and fairly as possible to the representatives of the people.

1. *Whole number of white children in the State.*—There are reports, more or less full, of the whole number of white persons in the State between the ages of 6 and 21 years from 74 counties. The sum of these is as follows, to wit: Males—ninety-three thousand four hundred and ninety-four, (93,494; )—Females—eighty-six thousand eight hundred and seventy-seven, (86,877; ) and of those whose sexes are not distinguished, eleven thousand three hundred and seventy-eight, (11,378; ) making in all one hundred and eighty-six thousand one hundred and seventy-four, (186,174.)

2. *Children attending School.*—There are reports, not generally full, of the number of children attending school during the year (1859) in 77 counties, the sum of which is: Males—sixty-one thousand four hundred and ninety-six, (61,496; ) Females—forty-seven thousand four hundred and forty-two, (47,442; ) in all, one hundred and eight thousand nine hundred and thirty-eight (108,938.)

3. *Whole number of School districts reported.*—Seventy-eight (78) counties report the number of school districts which they contain to be three thousand three hundred and seventy-three, (3,373.)



4. *Number of schools taught.*—There are reports of these from seventy-nine (79) counties, the sum of which is two thousand seven hundred and fifty-eight, (2,758.)

5. *Teachers licensed.*—There are lists, very often imperfect, of the names and grades of the teachers licensed in seventy-one (71) counties, and the following is a statement of the number: Males—eighteen hundred and forty-three, (1,843;) Females—one hundred and fifty-six, (156;) of those whose sex is not distinguished, sixty-seven, (67;) in all two thousand and sixty-six, (2,066.)

6. *The average length of the schools* was about four months.

7. *The average salary of teachers* was at least *twenty-eight dollars per month*, a material advance on former prices.

8. *Moneys received and expended by Chairmen of Boards of County Superintendents.*—The reported receipts of school moneys by Chairmen of Boards of County Superintendents in 70 counties, were three hundred and seventy-nine thousand eight hundred and forty-two dollars and sixty-four and one-fourth cents, (\$379,842 64¼.) The reported expenditures in the same counties were, two hundred and thirty-five thousand four hundred and ten dollars and fifty-seven and a half cents, (\$235,410 57½,) and the balance in the hands of chairmen was, one hundred and forty-five thousand one hundred and thirty-three dollars and one and three-fourths cents, (\$145,133 01¾.)

To make these sums balance or prove each other, it must be remembered that the expenditures in Bertie, Cleaveland and Wilkes amounted to seven hundred dollars and ninety-five cents, (\$700 95) over the receipts, and that this amount must be added to the total receipts or subtracted from the sum of disbursements and balances.

9. *Taxes collected and due for school purposes for the school year ending in September, 1859.*—For important reasons not necessary to be mentioned here, an Act of the last Legislature made it the duty of the Chairman of the Board of Superintendents of Common Schools in each county and the sheriffs to file with the Clerk of the County Court a written statement of the school taxes collected or due for the year, said statement to be made within ten days of the 1st Monday in October, and recorded by the Clerk, and a copy, under his seal of office, sent to the Superintendent of Common Schools for the State, within thirty days of the said first Monday in October.

The law, and the reasons for it, will be found in the appendix marked A.; but as it was a new Act, first going into operation in the year 1859, only sixty counties have made returns according to its provisions.

A full statement of these will be found in TABLE III.

The whole amount of taxes reported in 59 counties is seventy-three thousand one hundred and sixty dollars and nineteen and three-fourth cents (\$73,160 19¾,) being an average of about twelve hundred and thirty-eight dollars (\$1238) to the county, which would make the school tax of the whole State about one hundred and five thousand dollars (\$105,000.)

## REMARKS ON THE STATISTICS OF THIS REPORT.

The statistics of this and of former Reports from this office will clearly indicate its usefulness as a Bureau for the collection and dissemination of useful information.

It is perhaps the best if not the only index of the current progress of the State, year by year; and although its facts are gathered from the many thousand subordinate agencies of a system somewhat complicated in its machinery, and still working rather clumsily from the want, during the first years of its existence, of efficient general supervision, they may be regarded as sufficiently accurate for ordinary purposes.

The information so gained, and annually laid before the people, is certainly infinitely better than none; and for myself, with my opportunities of personal observation, and my experience of the manner in which returns are made from districts and counties, I feel warranted in relying on my general conclusions as tolerably near approximations of the truth.

Such statistics are important in a hundred ways to the progress of the State; and not to mention other illustrations which will occur to all, they have been found of essential utility even in the erection of new counties.

The average number of white children between the ages of 6 and 21 reported to the county for the year 1859, is two thousand five hundred and fifteen (2,515); and this would give, in 85 counties, two hundred and thirteen thousand seven hundred and seventy-five (213,775.)

The average number of children reported to the county in 1858 was 2,562, and this would have given in the whole State two hundred and seventeen thousand eight hundred and seventy-five (217,875); and thus there is a difference less than two *per cent*, in the enumeration of those two years, though depending on the reports of nearly four thousand district committees.

According to the returns for the year 1859, the average number of children attending school during the year was one thousand four hundred and fourteen to the county, (1,414); and this would give one hundred and twenty thousand one hundred and ninety (120,190) as the number attending school in all the counties of the State during the year.

The average number attending school in each county, according to the returns in the year 1858, was 1,363, according to which the number taught in the whole State during that year, was one hundred and fifteen thousand eight hundred and fifty-five (115,855)\*

The average reported attendance to the county in the year 1857, was 1,326, and the whole attendance, according to this, one hundred and twelve thousand seven hundred and ten (112,710); increase from 1857 to 1858, 3,145; from 1858 to 1859, 4,335.

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\*The sum is incorrectly printed or stated in the Report of 1858, the error being caused by the hurry of composition, or having been made in the printing office. The author of the Reports seldom has opportunities of correcting the proof sheets; and it is extremely easy, and in fact almost unavoidable for mistakes to occur in printing large numbers of figures. Mistakes are also liable to occur in copying statistics from the first calculations into the Tables and other parts of the Report.



I still adhere to my opinion that there are in the State from two hundred and twenty to two hundred and thirty thousand children between the ages of 6 and 21 years; and that of these at least one hundred and fifty-five thousand attend the Common Schools.

The whole white population of the State is possibly from five hundred and seventy-five to five hundred and eighty-five thousand; though it is hoped this calculation may turn out to be considerably under the mark.

There are more districts in the counties making returns in 1859 than are reported; that is, several counties formerly containing large districts with more than one school in each, have been re-districted, or the work of re-districting is going on, while the new districts are not yet counted.

It may, therefore, be safely estimated that there are three thousand four hundred and thirty-five districts in the 78 counties reporting their districts; and this would make an average of forty-four (44) to the county, and give in 85 counties three thousand seven hundred and forty (3,740) districts.

In my last Report (page 6) I estimated the numbers at from 3,700 to 3,800; and I asserted, and here repeat the assertion, that the number will soon be 4,000.

The lists of licensed teachers sent to me are comparatively imperfect; but with all the defects in the action of subordinate officers, our progress in all relating to this part of the Common School system has been steady and most important in its results.

Nearly, if not all, the teachers are now compelled to undergo annual examinations, these examinations are made more rigid every year, and new and useful educational influences are constantly accumulated along the path of the teacher.

Their salaries here will compare favorably with their wages in all other States; and perhaps female teachers of primary schools are better paid in North Carolina than in any other part of the world.

The average monthly wages of teachers in some of the leading Common School States during the year 1858, were as follows:

Massachusetts.....	\$34 75
Connecticut.....	23 74
New Hampshire.....	19 72
Ohio.....	27 42
Wisconsin.....	29 00
Illinois.....	24 27

These are the average salaries of male and female teachers, the wages of the latter being much lower; and they are given for the year 1858, the Reports for 1859 not yet having come to hand.

The average wages in North-Carolina per month for this last year were \$28, while there is not the great difference in the prices paid to male and female teachers that there is in most other places.

Nor should there be; for females make much the best teachers of primary schools, and it is sincerely to be hoped that the pecuniary inducements to engage them in the most honorable calling of teaching, as well as the great need of their services and the good to be accomplished by them, will soon enlist a much larger number in this cause.

At present, the proportion of female teachers is not greater than one in twelve of the whole number, and it ought to be at least one-half.

It may be added, on the subject of teachers, that when it is remembered the names and grades of over two thousand of those engaged in this calling are annually sent to the General Superintendent, some idea may be formed of our progress in this part of our system of schools.

#### RECEIPTS, DISBURSEMENTS, &C.

All sums reported to be in the hands of the chairmen during the year are counted with receipts; and I must here express my regret that these officers sometimes neglect to state former balances.

Every new account of the chairman should begin with a statement of the balances of the preceding year or years if there are any against him or in his favor; and if such a rule is not constantly followed his accounts are liable to fall into confusion, and without strict vigilance on the part of the Committee of Finance, serious errors may in time occur.

There are Financial Reports from more than seventy counties; but from the fact that former balances were not known to the Superintendent, or from some other cause not necessary to mention here, all these Reports are not stated in the Table.

The average of receipts, to the county, was about \$5,426, which would have made the amount for the whole State something over four hundred and sixty thousand dollars.

The average expenditure to the county was \$3,363, and according to this the disbursement in the whole State was about two hundred and eighty-five thousand dollars.

The average amount of taxes collected or due for school purposes to the county, was \$1,238, and at this rate the amount in 85 counties would be about \$105,000, (one hundred and five thousand dollars.)

Assuming this to be the real amount of taxes and the number of children receiving instruction, at some time or other, as one hundred and fifty-five thousand, the cost, as far as it comes out of the people, of educating each child, is about sixty cents *per annum*, and counting the average length of the schools at four months, the cost is about 15 cents a month per child.

#### CONDITION AND PROGRESS OF THE COMMON SCHOOL SYSTEM DURING THE YEAR 1859.

The remarks under the above head in my Report for the year 1858 will answer, with slight variation, for the year 1859.

A system like that of our Common Schools does not undergo sudden changes in the ordinary course of its operations; and although it makes steady progress, and this onward movement is, each year, more rapid, yet the common observer could not mark the change between periods only one year apart. For instance, there is generally an increasing attendance at school each year, and each year the increase is greater. From 1857 to 1858 the increase was about 3,145; from 1858 to 1859 about 4,335, a material advance, but only to be ascertained by careful statistics.



The system makes progress not only in accomplishing good, but in the increase and development of its own energies, and the more consistent and efficient working of its machinery; but, as suggested in former Reports, pretences of great and sudden changes for the better should, in the very nature of things, be suspected.

The revolution which the Common School system proposes to make in the character of the whole white population of the State is one of those vast moral results which cannot be briefly accomplished except by miracles; and if the end can be attained in the course of two or three generations, the time and means will be nobly employed.

The march of such a system as faintly depicted in the foregoing statistics, with all its vast material and moral resources, and the great sweep of its pathway conterminous, in physical space, with the limits of the State, and in moral influence commensurate with all its infinite extent of honest interests, hopes and fears, must be slow, but it is a spectacle of the true moral sublime; a progress whose every measured step is a victory of christian civilization, and a permanent acquisition to the beneficent resources of society.

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### SPELLING.

The importance of spelling as an exercise, and of good spelling as an accomplishment, is conceded, but like some other admitted truths, is now, in the multiplicity of studies and exercises, in danger of being crowded out. The old system of spelling for the head, it must be admitted, made good spellers, and there are some intelligent old folks, who pretend to say that the generation that is past were better spellers than we have now in training. Whether it is so or not, we will not say. The multitude of our other lessons, however, is a great hindrance to the long drills which the teachers of former days gave to this exercise. Their *forte* was to make good spellers and good mathematicians. These they made; though in the matter of arithmetic, possibly their proficiency has been over-rated. We should like to know how they would have stood the test of Greenleaf, Davies, and others of our day. We are inclined to take the palm of the mathematics away from the honored fathers, and since they are so tenacious of their superiority in spelling, concede it, and study to surpass them.

As we said, the importance of this accomplishment cannot be over-estimated. It is fundamental, and a deficiency in this respect casts a deserved reproach upon our other accomplishments. Shall we altogether abandon the old plan of emulation—of spelling to excel? Shall we have our pupils write out their spelling lessons, so soon as they are able to write? The latter is perhaps too toilsome a process to be used exclusively. For when lessons are written, they should be well written; and if properly prepared, the pupil must not be required to present too long a list of words or many sentences. The habit of careless penmanship will follow a burdensome task in writing. I have seen the following

method tried with apparent success. The hour of spelling is fixed, and the lesson to be spelled indicated on the black-board. And in addition to the spelling lesson a defining lesson was named on the board. If it is Webster's Spelling Book, it may read, "Spelling a portion page 60th—1 lesson." Defining, Deep, page 29—10 words." The regular spelling lesson is proceeded with something after the old fashion, with a commendable degree of emulation. Sometimes they stand and spell for the head, sometimes, perhaps, they sit in their seats, and as they miss, they may rise; but in all cases, at the close, those that miss should spell what they missed. They never should stand and spell down, or sit as fast as they miss, unless it is done for an extra *test*. For in that case those who need the most drilling get the least.

The defining exercise comes last, and has interested the school so much during the day, that they are not only prepared, but anxious to display their skill. The teacher proposes that the whole ten words shall be woven into one complete sentence, if possible; but if not, that they may form more than one sentence. The question is, who shall make the best sense, and it is really surprising to see with what skill they will weave in the dry words into a living sentence. Sometimes it is ludicrous; sometimes the sublime and the ridiculous meet; often the incidents of the day are narrated; occasionally some of Webster's obsolete meanings are resurrected, but in nine cases out of ten an intelligent sentence is produced, and of course proper meanings given to the words. One scholar has the following:

"It requires some skill to *keep sheep*, not however when the flock is in a *deep sleep*; but when they are roving, the shepherd must often let his eye (his eye should never be dimmed by strong *beer*), *sweep* over the field to see that they do not *creep* into danger or be startled by a strange dog that might *peep* above the *steep* bank to destroy the tender lambs, which might even make their dams *weep*, if they have tears to shed."

Or a smaller boy might write:

"My father washes *sheep* in the *deep* brook."

"I think lazy boys *keep* their beds and *sleep* till the sun *peeps* above the horizon, and then they *creep* out and *weep* because they cannot *sleep* any longer."

"I saw a hawk *sweep* over the store where the poor man drank his *beer*, and the man fell over a *steep* bank."

The words of the lesson are italicised, but the teacher should have an eye to the spelling of the other words as well.

The teacher whom I first saw use this method successfully, was not regarded as very skillful, but he did make *good spellers* and ready composers. I should like to have some of your *live* teachers that have the proper enthusiasm, try this method, and report their experience in the matter. Let them report any other methods that have proved successful. We need light and skill.—*Connecticut Common School Journal*.



## Resident Editor's Department.

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**EXAMINING COMMITTEES.**—Do these committees realize the importance of the position they occupy, in our educational system, and to what extent its improvement depends upon them? The law recognizes no man as a common school teacher until he has obtained a certificate, from the examiners, lawfully appointed, in the county in which he proposes to teach, stating that he is a man of good moral character and that they have ascertained, by actual examination, that he is qualified to teach those branches required to be taught in common schools. And no district committee has a right to employ a teacher who has not obtained such certificate; and whenever they employ one who has not been examined and who should afterwards fail to satisfy the examining committee that is qualified to teach, they become personally responsible for his salary, since the chairman can pay nothing from the school fund to a teacher who can not show a certificate.

It is plain then, that the character of the teachers, who are to have charge of the schools of any county, depends almost entirely upon the men who are appointed to examine applicants for certificates. And no one will deny that the standing of the schools, their efficiency and improvement, will be in proportion to the grade of teachers employed. What more important office then can be found in the whole school system?

But some examiner, who is unwilling to feel that so great a responsibility rests upon him, may endeavor to evade it, by saying that they are obliged to grant certificates to such as apply for them, or at least to a sufficient number of them to supply the schools of the county, and that the salaries offered to teachers of common schools are not sufficient to induce such men, as they desire to have, to become applicants. Well, we admit that better salaries should be offered, such salaries as would induce educated men to make teaching their occupation, not for a year or two, but for life; and while we admit this, we think that examiners have the power to do much toward bringing about this desirable end.

At present, very many are sent out with certificates who are not qualified to teach, as those who examine them will readily admit; and our experience in this matter leads us to believe that twice as many are licensed, in many counties, as are really necessary to supply all the schools with teachers. We know very well that in some counties

there are a great many more teachers than schools : this creates competition among those who wish to obtain schools, and in many districts the committees, being totally unable to judge of the qualifications of applicants, and paying no attention to the different grades given on their certificates, employ the one who demands the least salary.

Now let examining committees reject at least one-half of these, giving certificates to those only who are best qualified. There will still be an ample supply of teachers, since the average length of time that the schools are taught, during the year, does not exceed five months, and each teacher may therefore supply two schools. But the supply will not so far exceed the demand as to cause this under bidding ; the teachers will all be of a better grade and will receive better compensation. This will, no doubt, cause men, who are still better suited for instructors, to come before the examiners, and they may then reject others, who have been allowed to teach, if they have not improved themselves sufficiently to be able still to stand among the highest grade.

By pursuing this progressive plan, we may very soon produce an entire change in the character of our common schools, and we think that all this is clearly within the power of examining committees, provided they will take the time to ascertain the real qualifications of all applicants, and be true to the interests of the cause, by firmly rejecting all who are not competent to take charge of schools.

We would urge this matter upon the attention of those who are called to fill this responsible position, and request them to reflect upon what we have said and, if we are right, to act upon it. We have neither space nor time to present it fully, but hope we have said enough to cause some at least to give the subject a careful consideration.

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**TEACHERS' SALARIES.**—While we would rejoice to see the compensation of our common school teachers greatly increased, and hope that our school fund may soon be so enlarged as to afford better pay, without decreasing the length of the schools, yet, for the encouragement of those engaged in this noble calling, we would say that, so far as we have been able to ascertain the facts in the case, the average salaries of the teachers of common schools are better in North Carolina than in any other State in the Union, except one, and very little less than in that one, although our school system may be said to be yet in its infancy.

From the Report of the Superintendent of common schools of one of our large and prosperous sister states, which has had a system of schools in successful operation for many years, we find that the aver-



age salaries of their teachers are almost one-fourth less than we pay ours. But let our teachers labor to improve themselves and at the same time endeavor to awaken a greater interest on the subject of education, among parents, and we venture to say that they will be amply repaid.

**PERIODICALS.**—We have received the *ECLECTIC MAGAZINE*, for March; *BLACKWOOD*, for February and the *WESTMINSTER REVIEW*. These Periodicals are too well known to need commendation. As we have just received the monthlies before us, we are unable to speak of the special merits of the various articles which they contain. Every man who wishes to keep pace with the literature of the age should read one or all of them.

**MESSRS. BROWN TAGGARD & CHASE** have sent us a sett of the Boston Primary School Tablets, which we commend to the attention of teachers. They are described in their advertisement, which will be found in this number of the Journal.

### EDUCATIONAL MEETING.

NEW-HOPE, Craven Co., Feb 10th, 1860.

*Mr. Editor:*—We transmit to you the proceedings of our school exhibition, which took place on the 10th inst., and which, probably, will serve as an item of local interest, to the readers of our excellent Journal.

The examination being ended, David R. Whitford was appointed president, and M. Arthur secretary of the meeting.

The students, according to appointment, appeared upon the stand, and delivered short and appropriate addresses.

The students having gotten through with their engagements, visitors were called for, whereupon Eldr. B. W. Nash addressed the assembly about forty minutes—contending that our political, civil and religious liberties are much to be attributed to the enlightenment of the nation. And concluded with an earnest appeal to the citizens to educate their sons and their daughters.

Eld. B. Whitford next appeared, and delivered a very interesting, and eloquent address—pleading for the cause of education and for its general diffusion through the entire county and State.

The following resolutions were then adopted :

*Resolved*, 1st. That we tender our thanks to G. G. Arthur for the indefatigable manner in which he has discharged the duties of teacher.

*Resolved*, 2nd. That we tender our thanks to the president, and secretary of this meeting, and the visitors generally, for the interest manifested by them in behalf of the cause of education.

*Resolved*, 3d. That a copy of these proceedings be sent to the "North Carolina Journal of Education," the Newbern "Weekly Progress," and "Fredericksburg (Va.) Christian Banner," for publication.

DAVID R. WHITFORD, *President*.

M. ARTHUR, *Secretary*.

## BOOK TABLE.

**BIBLE HISTORY:** A Text-book for Seminaries, Schools, and Families.  
By Mrs. S. R. Hanna. New York: A. S. Barnes & Burr.

The title of this Book is sufficient of it itself to awaken the attention of every one, and to insure it a further examination by all who love the "Book of Books."

The importance of storing the minds of the young with the great truths of the Bible, need not be urged upon the teachers and parents of this Christian land: all are ready to admit it, and, we hope, to act in accordance with this admission. Yet we fear that the historical parts of the Old Testament do not always receive their due share of attention.

We believe that the history of God's dealings with man, the types, figures and ceremonies, as they are recorded in the Bible, may be made the means of conveying the truths of the Gospel to the minds of the young, more clearly and forcibly, and of fixing them more indelibly, than can be done any other way.

The Book before us, containing about 300 pages, is prepared for the use of classes, with questions in regard to all of the prominent historical events of the Old Testament; and in addition to the answers given to each question, the student is referred to the chapter of the Bible which contains a full account. It is calculated to awaken an interest in the study of the Bible, and while this might be considered the text-book, we think the student should always use it in connection with the Bible itself, and that the benefit derived, even then, will depend very much upon the teacher. The book will aid him, but it cannot fill his place.

**AMERICAN NORMAL SCHOOLS:** Their Theory, their workings, and their Results, as embodied in the proceedings of the first annual Convention of the American Normal School Association, held at Trenton, New Jersey, August 19 and 20, 1859. New York: Published by A. S. Barnes & Burr.

Much valuable information, on this important subject, which is beginning to claim the attention of many of the warmest friends of education in our State, may be gained from the full discussions of the Association, as reported in this book. We hope many of them will procure it and present the subject more fully to the people of North Carolina. We need Normal Schools.

**THE TEACHER'S ASSISTANT,** or Hints and Methods in School Discipline and Instruction: Being a series of familiar Letters to one entering upon the Teacher's work.—By Charles Northend, Author of "The Teacher and Parent" &c. Boston: Crosby, Nichols & Co.

The Author will please accept our thanks for a copy of this Book. We have not had time to read much of it yet, but judging from the few pages that we have read, and from the well known character of the authors, we anticipate a great deal of entertainment from its perusal; and while we are not just "entering upon the teacher's work," we expect to derive much benefit from our friend's "Hints." Teachers who desire the aid of such an *Assistant* can secure it, by enclosing \$1.00 to the Publishers, who will send it, by mail, free of expense.



# BOSTON Primary School Tablets.

PREPARED BY

**JOHN D. PHILBRICK, Supt. of Boston Public Schools.**

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THE WHOLE SET NOW READY.

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The Set comprises Twenty Tablets, mounted on ten cards, twenty-one by twenty-seven inches. Each of these cards, containing two tablets, is complete in itself, and may be used independently of the others. The plan is original, and supplies a want which has been felt very generally by teachers in elementary schools.

The subjects illustrated are

**The Alphabet, Penmanship, Drawing, Punctuation, Numerals, Sounds of Letters and Syllables, and Words and Sentences for Reading.**

These Tablets are especially adapted to the use of all Primary Schools, and ungraded District Schools. Some of them are also adapted to the lower classes of Grammar Schools, and to Intermediate Schools.

By means of these Tablets the teacher is enabled to instruct a whole class, or a school, at the same time. By this method the teacher can sometimes accomplish in an hour what would require days of individual teaching.

In connection with the slate and blackboard, these Tablets afford important facilities for

## Oral Teaching,

which experience has proved to be indispensable to the highest success in elementary instruction. Children love variety, and they must have it in school. No greater mistake can be committed than to attempt to confine their attention to the printed page. Where these tablets are in use, there will be little or no occasion for the use of text books during the first six months of the child's schooling.

These Cards are very highly recommended from distinguished sources. The publishers invite attention to the following notice, selected from many similar ones:

**From W. H. WELLS, Supt. of Public Schools of Chicago.**  
CHICAGO, February 6th, 1860.

MESSRS. BROWN, TAGGARD, & CHASE:

It has been a matter of universal complaint that Primary School instruction, though first in importance, is more unsatisfactory than that of any other grade. The introduction of slates has done much to remove this evil; but it is found that but few teachers understand the best use to be made of the slate and black-board, after they are provided. The consequence is, that pupils either pass a large part of their time in idleness, or labor to very little purpose.

The Tablets prepared by Mr. Philbrick, present a great variety of exercises adapted to meet this want. They also furnish an excellent series of elementary exercises in reading and spelling, and especially in that much neglected part of reading, the sounds of the letters and their combinations.

I have no hesitation in saying that Mr. Philbrick's Tablets are better adapted to aid Primary teachers, and to raise the standard of Primary School instruction, than any other charts or books that have been issued.

W. H. WELLS.

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**PRICE.—Mounted on Pasteboard, 50c. per Card of two Tab.  
Unmounted, in Sheets, 40c.**

One Card, or the whole set, will be sent in sheets, post-paid, by mail, to any address, on receipt of price, or those mounted will be sent by express.

A Pamphlet, descriptive of each Tablet, with directions for their use, will be furnished gratis, on application, by mail or otherwise, to the publishers.

**BROWN, TAGGARD, & CHASE,**  
Publishers, BOSTON.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. III.

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No. 4

## OBJECT, GENIUS AND VALUE OF THE COMMON SCHOOL SYSTEM.

FROM THE REPORT OF THE GENERAL SUPERINTENDENT.

It is important in every undertaking to recur, at frequent intervals, to first principles; and we should ever keep in view the original purpose of the undertaking and the reasons and necessities on which it was founded.

Unless we so act, it is impossible to estimate the value of our labors, and indeed we cannot otherwise even determine where we are or to what we are advancing.

The object of the Common School system is the education of the entire white population of the State; and this object was considered desirable for two unanswerable reasons:

*First*—It was a philanthropy in perfect harmony with the genius of our political system; and a failure to make a faithful and persistent effort to accomplish this end would have been a serious reflection on the sincerity and consistency of all our professions as an organized society.

*Secondly*—The enlightenment of all the governing race of the country was a social, industrial and political necessity of the first importance; and every honest member of society, as well as every patriot, had, and has an immediate personal interest in this result.

The Common School system was adopted as a means to secure this end, because no other system had ever accomplished it in any place in any age of the world.

The masses of the people had never been educated until the adoption of systems of this kind; and these systems had, almost universally, after a fair and patient trial, accomplished the ends desired.

There had been a free government in North-Carolina for over sixty years, or two full generations, when the present Common School system was put into operation; and at that time about one-third of the adult white population of the State could not read and write, and many of those who had this accomplishment did not acquire it at school. Not one-fourth of the children of the State were attending school; and there were not houses enough for one-fifth of the area of the State.



As a natural result, the State made little progress in industrial development; and up to the year 1840 North-Carolina seemed, even in the estimation of her own people, to be likely to fill no other destiny than that of being a nursery from which to transplant men and material for the building up of other countries.

Such was the origin and object of the Common School system; and with these before us we can form some estimate of its value by the statistics in the first part of this Report.

In 1840, about twenty thousand children were attending the primary schools in all the State; in 1859, one hundred and twenty thousand, or six to one. Before the year 1840, more than one-third of the white children of the State were deprived of the means of knowledge; in 1860 there will not be one child in ten without these means.

The State in all other respects is wholly revolutionized; and the North-Carolina of to-day, in moral, material and intellectual development, in capacity for self-sustainment, in the spirit that animates her people, in hopes, energies and purposes, is as different from the North-Carolina of twenty years ago as she then was from the Province once lorded over by Governor Tryon.

Now, that we may still better estimate the character of the Common Schools, we must also understand the GENIUS of the system, or the principles on which it is conducted.

These partake largely of the character of all our Institutions; and in fact, if the government of the country were an absolute despotism, the people should still feel their individual obligations for the education of their own offspring. This is a responsibility from which the parent ought, no where, to be released; and certainly it would lead to the gradual adoption of dangerous ideas to exempt the people from all care in this matter in a republican country.

The agency of the State in the Common School system is limited; and here originates the great apparent difficulty of the whole matter.

If the Government had unlimited control, it might, by the employment of competent persons, establish and keep up efficient schools in every locality, and force the people to send their children; but the use of such means would be, in itself, a greater nuisance than that which the Common Schools are intended to prevent.

On the other hand, the very idea of a Common School system implies an active government agency in the cause of education; and I believe our State now occupies about the right position in this delicate matter.

She furnishes a large amount of means, and encourages the several counties to add to these by county taxes; she enacts general laws for the government of the whole system, and through her Superintendent supervises all the operations of the schools, instructs local agents in their duties, and enforces a performance of them; gathers up and records annually all the facts of the whole system; sees to the faithful application of her bounties; unites and directs the energies of all the friends of education; devises means of improvement, puts them into operation and sees to their continued use; observes errors and defects in the law and practice, and devises remedies; decides disputed points; collects and disseminates statistics, and records and makes known the ex-



perience of all the parts for the benefit of each particular one, and of future generations.

In this system, then, there are three distinct agencies, to wit: The *State in her sovereign character*; *Counties, as organized political communities*, and *the Parents of the children*.

The principle underlying the whole fabric of American policy requires that the rights of each agency should be preserved; and yet this very fact is an apparent hindrance to the immediate and perfect success of the schools as literary institutions.

It must be remembered, however, that the ultimate object of the Common School system is not merely the establishment of good schools, but these are desired mainly as a means to a higher end. That great purpose is the welfare of the people; and beyond all doubt this may be jeopardized, to say the least, by the manner in which their children are instructed.

Education does not consist merely in knowledge of letters. This knowledge is itself but a means of education; and what we aim at is the information of the people, the development of their moral powers, and the establishment of just principles of thought and action. For instance, the population which sustained the American Revolution and adopted the Federal Constitution, were comparatively an *unlettered* people, and yet they were *educated*. God Himself, in a long series of wonderful Providences, had trained them for virtuous principles and illustrious actions.

Now, according to the method of reasoning herein adopted, any system of things which relieves the people of just responsibilities accustoms them to arbitrary power, and the habit of leaning on the Government for every thing, must prove an evil in the end; and such a people, though all of them may be skilled in letters, may still be giddy, fickle and helpless, unruly and licentious, instead of being educated for the virtuous self-denials, the self reliance, energy and manliness necessary to make a great, free and happy commonwealth.

And, therefore, I argue that the Common School system, in order the more effectually to subserve its ultimate purpose, must retain the genius already stamped upon it—must, to a certain extent, in its general laws and its system of management, conform to the analogy of our whole political system.

Its administrative machinery should be itself a great popular school: it should, in its government, accustom the masses of the people to a sense of individual, personal responsibility, and maintain, in the duties imposed on counties, that spirit of municipal independence, which, under God, was the fostering mother of Anglo-Saxon freedom.

And here, it is to be distinctly understood, that the agency of the people, and of the counties as such, refers to the government and management of the schools as a system, a political or public Institution, and not to the internal discipline of the schools.

This latter is based on different principles; and it is very essential that the two things should be kept distinct in the popular mind.



## AGENCY OF THE STATE IN THE COMMON SCHOOL SYSTEM.

According to the views briefly developed above in regard to the genius and aim of the common school system, the agency of the State in its administration is an important and most difficult one.

One class of its duties is plain and obvious. It is to enact the laws, to explain them, and to see to their execution. It is to furnish a part of the fund, and to see to the faithful application of all moneys used for its purposes.

It is to give one general aim, and to impress one guiding principle on the whole system; and to furnish facilities for subordinate action by counties, corporations and voluntary associations of individuals.

It should devise and supply forms and blanks to local agencies; should supervise the whole administrative action, collect and publish the statistics of the system, and ascertain and record its experience and progress.

All this is easy to be understood; and the State is further bound by the fundamental principle of its existence to see that there is a Common School system furnishing to the children of all its citizens equal facilities for education.

This is a primary obligation of every political State sovereignty, based on American ideas, and so far the State's sphere of action and duty can be comprehended by all. The State cannot act efficiently in these matters without the instrumentality of a single Executive officer or Superintendent, and this part of that officer's duties and responsibilities should be obvious to all. But a system of schools is unlike any other branch of public business, for it consists of two essential parts, to wit: its administrative policy as a system or public institution, and its internal discipline relating to the instruction and government of persons under pupilage. One part is an affair of public government, to be conducted by general laws and controlled by the public authorities on a fixed routine; the other is paternal in its character, and relates to the government, instruction and training of a part of the community who are not responsible agents.

In this latter branch of the system is a wide field of usefulness; and yet, the representative of the State must, in this domain, act mainly by moral means, and his exertions be often impeded and sometimes defeated by the ignorance, misconception and prejudices of those who are to be benefited.

As before stated he could act with vastly more of energy and precision if armed with absolute legal authority; but according to the principles already laid down, this power would, in the end, prove destructive of the very purposes of the Common School system.

To illustrate this view and make it plainer to the common apprehension, as well as to diffuse useful information, it is proper here to state some of the trials and labors of the Superintendent.

Convenient and comfortable houses, good teachers and uniformity in text books would be of immense utility in promoting the whole system of Common Schools, and if the Superintendent were armed with absolute authority in these matters, he could rapidly change the entire face of things.

But it is essential to the maintenance of a proper sense of personal re-



responsibility that parents or their immediate representatives should have a voice in the selection of the teachers of their children. The school-master stands in the place of the parent; and to deprive the latter of all control in the selection of the former, is to make a serious incroachment on the most sacred of all human authority and privilege.

Still, it is manifestly the obligation of the Government as *Patres Patriæ*, or father of all, to use judicious means to protect its subjects from imposition in this most delicate and vital matter; and it can, from just analogy to its action in other things, impose certain general requirements on all who desire to teach, subjecting them to the necessity of examination and licensure by fixed tribunals, imposing upon them restraints and other educational and disciplinary influences, and causing them to feel their responsibility to the State, and to the whole public, as well as to those most immediately interested in their services. But after the Government has done all that it can do by general law on this subject, the General Superintendent of the system, if animated with the proper spirit, will find a wide field for discretionary action, and will reap, in his endeavors to do good, a plentiful harvest of unappreciated trials.

Such has been my own experience; and it would require a large volume to contain the details of devices adopted, difficulties encountered, vexations endured and sacrifices made to promote the efficiency of teachers. This kind of action, slow in its fruits, is seldom felt and appreciated by the public; and one acting under arbitrary authority could, with infinitely less exertion, make a much greater manifestation of results.

But I have always cheerfully accepted all the burdens of my position, well knowing that the executive Head of the system could, for the present, gain as much credit by contenting himself with the mere routine requirements of law; and well knowing, also, that all really great and lasting results are the product of moral agencies for which honors are not awarded in this world.

For reasons already indicated, the people, or local authorities, should be allowed to lay off the districts and build houses; and while they will necessarily act slowly, a bad system of districts, and inconvenient and uncomfortable houses are very serious drawbacks to the efficiency of the schools. In these important matters there should be general regulations established by law; but after all is done that can be done by general legislation, consistent with the rights of the counties, and with the dignity and responsibilities of the constituent members of these local corporations, there is much to be accomplished by the exertions of the General Superintendent.

Uniformity in the use of good text books is essential to the success of any school; but how is this great and most desirable result to be accomplished in an extensive and complicated system of Common Schools?

On this subject I have encountered many and most trying difficulties; and not the least of these is the diversity of opinion as to the principle which should govern our action on the subject.

I have not been without embarrassing doubts in my own mind in regard to this part of the matter; and any well-informed mind, when it comes to examine the subject conscientiously, will find it full of the greatest difficulties.



In the higher schools, teachers assume the prerogative of deciding on books, and their decision is the law from which there is no appeal—and thus, in such institutions, the desirable end of perfect uniformity is always and easily obtained.

But there are apparently decisive reasons why the teachers of Common Schools should not have absolute authority in this matter:

*First.* The whole system is *one* system, and yet it employs thousands of teachers, among whom there is vast diversity of opinion, qualification and action:

*Secondly.* The teachers of Common Schools are not so much dependent on their reputation as other teachers, and as a general thing, are not well qualified to judge of books.

*Thirdly.* Each school is constantly changing its teachers, and thus there might be a change of text books every session, causing great expense and infinite confusion.

*Should County Boards have the right to prescribe Books?* These boards have little to do with the internal management of schools, and are not chosen with reference to their abilities of this kind. They have important functions to perform, but these do not imply qualifications to judge of text books.

*Should District Committees have the Power?*—This is in effect to give it to the parent; and, for the most obvious reasons, this is a right which, immemorially and universally, has been considered as not belonging to him. If the selection is left to parents, then there never can be uniformity, and in all other schools parents have no voice in the matter.

*No one would think of giving the authority to the Legislature,* as it would occupy a large portion of its time, subject it to great excitements, and open the door for numberless intrigues from which all enlightened and conscientious men would be glad to be delivered.

*Shall the Power be vested in the General Superintendent?*—It is perhaps seldom the case that men resist the placing of important powers in their own hands; but it is due to myself to say, that while I have been exceedingly anxious to promote uniformity, and have seen and felt its great importance, I have hitherto given my influence against the vesting of absolute authority of the kind in the Superintendent.

Such a power would have added much to the dignity and consequence of the office I have the honor to fill, and it would have relieved me of many cares and labors, and have prevented very considerable pecuniary sacrifices.

I hope, also, that by the aid of a higher power, I would have acted conscientiously in the matter, and I had reason to believe that with such authority vested in my hands I could soon make the schools assume a different appearance.

But I could not keep from dreading the ultimate results of such a policy; and, looking to the far future and to the lasting good of all the people, I shrank from a personal privilege which might prove a temporary blessing, but a final curse to the public.

The Superintendent is the officer of the State, elected by the Legislature, and liable to be influenced by political or partisan considerations. The office may be affected by the fluctuations of parties, for it is not to



be supposed that the noble and patriotic motives which have hitherto governed the legislature in this matter; must always and inevitably control its action in the premises.

But even if it did, the incumbent of the office would still be a man, subject to human infirmities and errors; and slight departures from a strict line of conscientious duty might become precedents of evil and gradually lead to a most ruinous policy.

Books could be recommended free from political and sectarian or personal influences; and authors and publishers would beset the path of the Superintendent, in every direction, with vexatious and tempting appliances.

Publishers would even interfere in the election of an officer, who could, by a single line of his pen enrich them; and by their emissaries and the influences which they could direct, without even being known in the matter, could keep up a constant excitement in the State, rendering teachers and parents discontented with the selections made, and thus partially defeating even the immediate good expected from such a law.

Influenced by such considerations, I have opposed farther legislation on this subject; and, still anxious to promote uniformity in books, I have made exertions and expended personal means to attain this result, that would hardly be credited if fully related.

I have done this, in one sense, voluntarily, for the law did not, in words, command it; but I have felt that in accepting the office of Superintendent of Common Schools, I assumed, in morals, many important obligations which, like the duties of a parent or president of a college, cannot be enumerated in legislative enactments.

I have held that one indispensable qualification of a Superintendent is this sense of moral responsibility beyond the reach of legal definition; and that the greatest duty contracted to the public and to God, in accepting such a position, is ever to feel that exertions and obligations are to be measured, not by the terms of the law, but by the good to be accomplished and the opportunity of accomplishing it by any and every honorable means.

I am free to confess, however, that the nuisance arising from the diversity and bad character of text-books is yet far from being removed—nor are the moral means applied likely to remedy the evil for some time to come.

In view of these facts, a number of good men incline to the opinion that the Superintendent should have power to prescribe, and the recent developments into acts of violence of the prejudices and erroneous opinions of a portion of the northern section of the Union in regard to the social institutions of the South, has increased the tendency to this conclusion.

Now, one of the reasons which has always governed my action in regard to books, has grown out of the disposition, not merely of the North, but of all sections, to disparage the resources of North Carolina. All parts of the South have suffered loss from the blind fanaticism of the North; but our own beloved State has been still more injured by opinions everywhere prevailing in regard to her own special history, position and prospects.



I have felt sure that the first and most important step in her advancement in a career of greatness which she might enter upon, was the emancipation of her own people from such erroneous prejudices, and that this deliverance could be most effectually accomplished through the agency of school-books. I have also long seen our danger, common to all the South, from the use of books imbued with the peculiar sentiments of a certain class of modern infidels and agrarians or *abolishers*, falsely called humanitarians, rapidly increasing at the North and affecting with their subtle poison much of its literature of every kind; and for these reasons, as well as for the sake of promoting the efficiency of instruction in our schools, I have spent much labor, resorted to various means, and made considerable sacrifices to purge our schools of improper books.

The late attempts to excite insurrection, before alluded to, do not enhance a danger long visible to me, and in regard to which I have uttered many public warnings; but they have made these dangers more obvious to the public and have fixed their attention upon them with greater intensity of interest. We should be careful in such an emergency, not to permit this single peril to fill the whole horizon of our view; and while concerting proper measures of prevention against it, let us deliberately weigh all the considerations bearing on this whole subject of books.

The institutions of the southern States, as understood and administered by the people, are built on the solid foundations of justice; and if we will accept our responsibilities as owners of African slaves, and exercise our authority with a christian spirit, in all things honestly consulting the best interests, temporal and eternal, of every class, and looking for guidance in our moral duties to the infallible light of revelation, we may safely rely on the continued protection of the common Lord and Master.

Let us show to the world that we have confidence in the equity of governments and institutions; and that while we recognise the danger of the times, we see it not in any distempers of our social system, but in the madness of foreign intermeddlers.

While, therefore, we are calmly acting, and unitedly fortifying ourselves against the aggressions of these, let us remember that we are strong enough in the justice of our institutions, and the character of our populations, to do nothing which is not based on principles of sound and lasting, as well as of momentary expediency.

But whatever views may be finally taken of this subject of books, and of the duty of the law-making power in regard to it, I am most clearly of opinion that the Legislature can, with great propriety, and ought, to strengthen the hands of the Superintendent in the use of certain important moral means for the elevation of the schools. The instrumentalities of this kind, whose efficiency the legislature can promote, are Educational Associations, State and County, and a State Educational Organ or Periodical.

There is now a State Association of great promise, ramifying into local affiliated societies, and thus widening its influences among all classes of the people; and there is also published under the auspices of this Society, a State Educational Journal.



It is hardly necessary to dwell on the advantages of such associations. Such organized unions of its friends have been found useful in promoting every worthy enterprise; and in none are they more needed than in a system of Common Schools where so much depends on a healthy condition of public opinion, and in regard to which the public are so little inclined to think for themselves.

In this State Association all questions relating to the schools can be discussed together by all the leading teachers, and the local school officers of the State; and here, also, may be gathered the views, and united and made public as common property, the experience of all laborers of every class in all the various departments of instruction.

By such an association individual practices are brought to the test of public opinion, and this public opinion is made to bear on local errors, and to war on selfish movements resulting generally from a sense of isolation. The teacher's calling is elevated—the educational resources of the State are developed, united and directed to one end; and the people of State soon learn the importance of this interest, and the necessity of fostering it with more care and liberality.

Here, also, is erected a home tribunal to influence the popular mind in regard to the merits of text books, modes of teaching, and plans of reform; and thus we become accustomed to rely on ourselves for this important kind of information, instead of looking, as in the past, to foreign sources.

The influence of the State Association is widened by local and affiliated societies and by its Journal; and this Periodical is, also, of indispensable importance as an organ of communication between the General Superintendent of Common Schools and teachers and subordinate officers of the system, a vast number of whom cannot be otherwise reached directly and at regular intervals.

In this respect the Journal of Education is a prime necessity; and as, for reasons unnecessary to mention, it is not likely to be well sustained by voluntary subscriptions, the State ought to furnish it with the means of subsistence.

The reasons suggested why the State cannot safely interfere, by peremptory commands, in regard to text books, do not apply to a periodical based on the position that is occupied by the *North-Carolina Journal of Education*. It belongs to the State Educational Association, a public philanthropy, and is controlled by it; and thus its profits will not enrich individuals, while it cannot be controlled by any political faction or sectarian society or local influence. It is a vehicle of official communication, and so far only are its contents authoritative, while the teachings of text books are received by the learned as fixed and fundamental truths.

But that the agency of the State may be the less liable to perversion, I would recommend that the counties, by their Boards of Superintendents, have the right to refuse to receive the Journal at the public expense. The law now authorizes these Boards to subscribe for a copy for each district within their respective counties; and I propose that this permission to subscribe be changed to one to refuse. This plan contemplates a subscription by the State for one copy of the Journal for each district in the State, allowing to every county the right to refuse the



copies intended for it, provided it acts within a specific time each year, and in such case retaining to its credit the cost of the Journal, if the cost comes from the Common School Fund.

If thought desirable, the Journal could be reduced in size, and even issued less frequently, say every two months or quarterly; and in such case the expense would be light, and the benefit very great. For a more detailed view of the plan of publishing, and the method of furnishing aid to the Journal and to the State Educational Association, I refer your Excellency to another part of this Report, under the head of *Suggestions and Recommendations*.

My purpose here is to discuss the *principle* involved in the matter, and in as brief a manner as possible, to present the whole subject in its proper character, and in all its relations and tendencies.

Under the circumstances, and with the guards proposed, the connection of the State with this Journal cannot easily be perverted to evil purposes; nor will it be any improper interference with the rights of the counties or the privileges and responsibilities of individuals. On the contrary, the object of all my recommendations is to enable the State to perform its duties in promoting the efficiency of the Common School system in a way consistent with its genius, and the least likely to accumulate dangerous powers in the hands of its representative.

It has been my uniform aim to have the office of Superintendent made as useful as possible with as little arbitrary power as is consistent with the obligations of the State it represents towards the great system it has called into being.

I have been contented, and am still contented to suffer the trials and to be liable to the misconceptions incident to the exertion of moral means, when a bestowal of large legal powers would enable me to achieve greater results, and win higher distinction with vastly less of labor and anxiety.

But the State should, as far as it can, facilitate the power of doing good by these moral agencies; and I know of no plan more consistent with the genius of the whole system, more simple and economical, and at the same time more efficacious and less liable to abuse, than that of enabling the Head of the system, in the way proposed, to communicate regularly with all its parts, and to pervade teachers, and all subordinate officers, with his views, and to keep before them the facts, experiences and statistics necessary to enable them to co-operate with him with efficiency and intelligent discretion.

This plan has the further advantage of connecting all the officers and teachers of the Common Schools with the State Educational Association, and of placing them in a position to receive ideas, suggestions and facts from each other, and from the conservative mind of our own State, instead of leaving them to foreign sources for their information on educational subjects.

It binds the whole Common School system and all the educational interests and influences of the State into one body, and it pervades this body with veins and arteries, through which flows one common blood, making every part sensitive to an injury to any other, and interested in the health of the whole system.



Would not this be a grand consummation in a State where there has been so little common exertion for the public good?

As an additional part of my plan for developing the true spirit of our system of Common Schools, I desire to see the counties as well as the State, take a step necessary to fulfil obligations, contracted by adopting this system, with its State and county agencies, as distinct and fundamental principles.

I desire to see these features retained; but it is to be feared that the counties, as such, do not always feel their responsibilities, and are not animated with that spirit of emulation which ought to exist among them. One cause of this is the fact that they do not *see* and *feel*, as *county organizations*, their position, and that of the schools within their limits, with respect to each other; and that this state of things may be changed, *material and visible evidences of these relations ought at once to be called into existence.*

There is not, in any county in North-Carolina, a material sign, obvious to the senses of the people, of the agency of the county in the Common School system, if we except the Boards of County Superintendents; but even these, while composed of living men, are, as bodies, mostly shadowy and somewhat mythical, having a name but no local habitation.

Even their chairmen, so often called on by the public, are generally ambulatory officials, compelled to transact the most important business on the streets and in shops and stores, without those conveniences necessary to enable them to make records, at the time, of what is done, and unable to hold those free and full communications with all interested, necessary to the usefulness of their position.

The examination of teachers is a matter of the utmost importance, and it should be conducted with care and deliberation, in the hearing of all candidates for license, and under external circumstances calculated to impress all concerned, and the whole public, with the magnitude of the interests at stake and the solemnity of the occasion.

And yet, these occurrences, whose intrinsic importance claim the respect of the whole community, and in regard to which all things should be done "decently and in order," are happening without the knowledge even of passers-by and near neighbors, in corners, in counting-rooms, in private places, in lawyers' and doctors' offices, and under such circumstances of inconvenience and discomfort to all concerned that they are necessarily hurried through with the greatest possible expedition, the grand purpose being to make a finish of a disagreeable task.

It is time for this course of things to be arrested; and it is high time for all concerned to realize the most obvious truth that when States, counties, or any other bodies, as well as individuals, require particular acts to be done, they must see that their agents have the facilities for accomplishing them properly.

For these reasons there ought to be erected in every county, with as little delay as possible, at the county seat, or at some other central and convenient place, a public building devoted wholly to Common School purposes. It may be and ought to be simple in design, but



neat and convenient; and it may every where be erected at a small cost, and be made also a most important instrumentality of good.

It may consist of two departments: an office for the Board of County Superintendents and for their Chairman, and a Hall of moderate size for the examination of teachers, for teachers' meetings, and to hold a teacher's Library and a County Museum.

Will not every one, at a glance, comprehend all the relations of such an edifice to the public welfare?

1. It enables County Boards to perform their important duties with more care and system.

2. It furnishes the Chairmen of these Boards with permanent and convenient offices—a matter of prime necessity.

3. It enables examining committees to perform their services in a proper manner, publicly, carefully, and with decency and solemnity. The teachers are made comfortable on such occasions, and these occasions may be rendered more interesting and useful by addresses, and other instructive exercises, and by the attendance, at times, of the public.

4. Teachers have inducements to form associations, and to make efforts to build up libraries; and the public will often feel called on to contribute books, documents, minerals and other things of interest and value.

5. There will be a fixed place where all who wish to aid in stimulating the cause of general education, can meet with the officers, teachers and friends of the Common Schools.

6. Every county will have a *material*, *VISIBLE* sign of the existence and importance of Common Schools, and of its relation to the system—an outward index of inner life, its condition and progress.

7. Emulation will be excited among the counties, as each one will now be able to present to the world a tangible evidence of its public spirit, and the condition of its inward or intellectual and moral life.

8. It will be easier to obtain good local officers, and they will take more interest in and devote more time to their duties.

It is unnecessary to multiply arguments on this subject, and the limits of this report forbid me to enter into more minute details.

My purpose in these discussions is to endeavor to give to the public an idea of the *origin, objects and general character* of our system of Common Schools—information necessary to enable it to appreciate its necessity and importance, and to labor intelligently for its improvement.

I humbly hope that I have accomplished this purpose, and that the relation of the *State, of counties and of individuals* to the system, and the duties which those relations imply, can now be understood and appreciated. The State, in the appointment of a Superintendent, with an adequate salary, has manifested, in a material form, its interest in and its sense of duty towards the system; and this mere act, in itself, gave more dignity and importance to the schools, and greatly added to their promise.

But the State has done more in investing its officer with powers of supervision not at all inconsistent with the relations of other parties to the system; and by increasing, in the way proposed, the moral efficiency



of its representative, it will be able to discharge its functions with great usefulness to the cause in view.

These means will not tend to create a central, despotic power, in the end disastrous, by abridging the proper influence of the counties, or destroying the feeling of personal responsibility which all citizens and parents should feel in the education of the youth of the State; while any such danger will be avoided, and the counties will be fulfilling their own plain contract, by the steps recommended, and which will indicate their power, agency and spirit, by visible signs easily appreciated by the public.

And, finally, this very course of action by the State and counties will tend to deepen, instead of lessening, in the popular mind the sense of individual obligation in regard to the instruction of children.

One argument, and a leading one, for the new steps to be taken by the State and by the several counties, is, that the individuals of the State can be more readily and generally reached with appliances to stimulate their interest, to enlighten them as to their own duties and privileges, and to impress upon them a proper sense of the heavy responsibilities which these impose.

### WHO IS KING?

There is a host of men who boast  
Of Powder, Cotton, Steam,  
But every hour the mighty power  
Of Printer's Ink is seen;  
It moves the world as easily  
As does some mighty thing;  
And men proclaim in despots' ears  
That Printer's Ink is King.

The man of gold, of wealth untold;  
Printer's Ink may scorn,  
And knit his brow, nor deign to bow  
To one so lowly born;  
But Printer's Ink has built its throne  
Where mind its tributes bring;  
And God's most gifted intellects  
Shout "Printer's Ink is King!"

King of the World of Thought refined—  
No abject slave it claims—  
Where superstition's victims pined,  
It burst their servile chains.  
In every clime, in coming years,  
Will men proud anthems sing;  
And round the world the echoes float,  
That "Printer's Ink is King!"



## THE YOUNG PHILOSOPHER.

Mr. Putnam, the principal of the Trainville Academy, was not only a teacher of the sciences, but he labored to fill the minds and hearts of his pupils with that wisdom which is better than gold—the love of God and the love of man; and he never lost an opportunity to lead those under his charge to a proper knowledge and appreciation of the duties of morality and religion. On the outskirts of the village was a humble cottage, occupied by an old sailor who had served his country in the last war. He and his wife lived alone, and both of them were so worn out and infirm, that they were hardly able to take care of themselves. Ben Bornacle was the recipient of a small pension from the government, but his means of support were altogether inadequate to his wants.

Ben was a favorite object of charity with Mr. Putnam, and a few days before Christmas, he proposed that the pupils in the academy should join in giving him a benefit, as he called it. A very handsome sum of money was raised, and on the afternoon before Christmas, the boys and girls met at the academy to make the visit. Several of them came with their sleds, which were loaded with provisions of various kinds, and at two o'clock the procession formed and marched to the residence of the old sailor. A bright-eyed young lady presented the money, with a pretty little speech, and then the boys lugged in the provisions. Old Ben wept with satisfaction, not so much at the reception of the gifts, as at the thought that he had so many sympathizing friends.

Most of the party remained about an hour at the cottage, and finally David Green found himself alone with the old sailor. He had not remained without a purpose, for nothing suited him better than a chat with Ben, who had been all over the world, and could tell him of the wonders of the sea and land.

"Did you ever visit the arctic regions, Uncle Ben?" asked David, addressing the old sailor by his familiar name.

"Bless you, yes! I was whaling in the Greenland seas, just afore the war broke out. We had to winter there one year, and lived on white bears and seals. Three of us were out one day looking for something to eat, but the fog was so thick ———"

"Fog, Uncle Ben?"

"Sartin; fog."

"Frost smoke — was n't it?"

"Well, I suppose it was," replied Ben, with a laugh at the philosophical turn of the boy.

"Do you know what makes that fog?"

"I haint the leastest idee."

"It is caused by the union of two masses of vapor at different degrees of heat. Mr. Putnam told me all about it a few days ago. The earth is heated much more rapidly than the sea; then the warm air from the land meeting the colder air of the sea condenses the vapor and renders it visible."

"I suppose so," added Ben.

"It was in the beginning of winter."



"Yes, it was ; you are right, David."

"Because, when the land gets cold, there is not difference enough in the temperature of the currents of air to condense the vapor in them. Please go on with your story, Uncle Ben."

Uncle Ben's story about the bears was just like a great many other stories of killing bears, and I have not room to insert it. When he had finished David asked him if he had ever seen a hurricane.

"Sartin ; I got cast away in one in the West Indies in the time of the war ;" and Ben proceeded to give all the particulars of the wreck, and of the destruction it caused in one of the islands.

The ship had entered the harbor the preceeding night, a heavy gale blowing at the time, and anchored near the light-house. It blew hard the next day till noon, when it suddenly became calm, and the barometer sank at an alarming rate. Then the hurricane burst upon them, sweeping everything before it. Ships were blown ashore, houses thrown down, and trees torn up by the roots.

"But can you tell me, Uncle Ben, what causes a hurricane?"

"Sartin ; it's 'cause the wind blows so hard," replied Ben, earnestly.

"Yes, but what makes the wind blow so hard?"

"Well, we used to say the Almighty made the wind blow, and I don't believe you can give any better reason than that," added the old sailor, confidently.

"I know I cannot; but the Almighty produces effects from visible causes, and we may inquire into them. Last summer when I was at work with father in the meadow, I saw a whirlwind, which took the hay up in the air, and scattered it all over the field."

"I've seen such things."

"Hurricanes are just the same, only the wind blows a great deal stronger. It has been proved that they revolve on an axis, just like a wheel."

"But you can't tell what *makes* the wind blow ; that's only *how* it blows," said Ben.

"I think I can tell why it blows. There is no wind to-day, but if you open your window, and hold a light before the aperture, it would be blown out by the current of air rushing into the room. Don't you believe that?"

"Sartin ; I know it would."

"Why does the air rush into the room?"

"Because the room is warm."

"Heat rarefies the air or makes it thinner, and the heavier air rushes in to supply the deficiency. How did you say the barometer was affected before the hurricane?"

"It went down."

"Because the air is lighter. In a hurricane, two or more currents of air rush together, and whirl round on an axis."

"You've got a good deal of learnin, David. I never know'd any thing about hurricanes afore, though I've seen a dozen on 'em. Now let me ax you one question. Durin' the war, I was sailing near the coast of Afriky. One day we heard an airthquake ; the sea, and the water spouted up, full of rocks and mud. It seemed to me jest as though all natur was goin' to pieces."



"It was a volcano in the sea," replied David. "Islands are often thrown up by them, which sometimes remain a short time, and then disappear, and sometimes are permanent."

"But what makes volcanoes?"

"The interior of the earth is a mass of fire, and the volcanoes are the vent-holes."

"Do you believe that?"

"Certainly I do; from what other source could the fires of a volcano come? Sometimes these fires break out in other places, producing such appearances as you saw; and earthquakes are also caused by them. A great many islands have been formed by these eruptions. But I must go home now, Uncle Ben; I wish you a merry Christmas and a good night."

"Thank'e David; come down again, for I want to talk with you more about these things."

"I shall be glad to come."

And David ran home with his head full of earthquakes, volcanoes, and hurricanes.—*Student and Schoolmate.*

CONVERSATION.—An English writer says: "It should be as much a matter of duty and of conscience to insist on out-door exercise and indoor social recreation as upon any of the regular exercises of the school-room. To allow them to encroach upon the later hours of the day, and upon the graceful household duties, and recreations, which either are, or ought to be provided for every girl at home, is a most palpable and ruinous mistake. It is bad even in an intellectual point of view. To say nothing of other disadvantages, it deprives girls of the best opportunities they can ever have of learning that most feminine, most beautiful, most useful of all accomplishments—the noble art of conversation. For conversation is an art as well as a gift. It is learned best by familiar intercourse between young and old, in the leisure and unreserve of the evening social circle. But when young girls are banished from this circle by the pressure of school tasks, talking only with their schoolmates till they come out into society, and then monopolized entirely by young persons of their own age, they easily learn to mistake chatter for conversation, and small talk becomes for life their only medium of exchange. Hence, with all the intellectual training of the day, there was never a greater dearth of intellectual conversation."

PATIENCE.—If in instructing a child you are vexed with it for want of adroitness, try, if you have never tried before, to write with your left hand, and remember that a child is all left hand.

ARTESIAN WELL.—The only well of this description in New Hampshire, is at the Paper Mills of B. F. Martin, in Manchester. It is six inches in diameter and two hundred feet deep, and was completed at an expense of sixteen hundred dollars. It supplies the mill with the clearest of water.

## NEIGHBORHOOD SCHOOLS.

LADIES AND GENTLEMEN :—I rise not to display my *oratorical* powers, but simply to do my duty. My *position* requires it. *Duty* requires it, and *justice demands* it. A few words from one who sees your interest, and feels it no less than you, may prove to be a good lesson in the future, when he may be plodding his way on some foreign shore. In behalf of these young minds on my right and my left I come to plead ; their cause I *must* vindicate. My theme is one that requires the thought and attention of the *philosophizing* minds of the age. It is the education of the rising generation. This is the most important of all the workings of our *Government*. Education is now in a prosperous condition. But comparatively speaking it would no longer retain its present standard, than a locomotive would be in action after the fuel was all exhausted ; but like the engine after it is left to take care of itself, it will soon begin to rust and the valuable properties to decay, and as a vacuum cannot naturally exist, impurities must from necessity be put “in loco.” We must first devise some plan by which it can be sustained and raised to a higher grade.

Firstly we would ask : Do all parents wish their children to be civilized, enlightened and wise ? If they do, they certainly are willing, each and every one, to pay something for these advantages ; as nature has demonstrated plainly that nothing valuable *can* be secured without labor and encouragement ; but many hands make work light. Now gentlemen, parents, and friends of these thirsting, grasping minds, I beg you as a friend to put in your part, however small it may be, and you can easily build a school in these humble and quiet woods, which will not only moralize your peaceable neighborhood and educate your beloved children, but will stand as a monument, an honor to you and your posterity. The work must commence, and the sooner the better. Your children must be educated. And every parent would rather have his children with him, if he can educate them at home. If so, count the cost pecuniarily and you, as well as myself, who have paid high board and tuition from home, can easily decide which of the two is the cheaper. Bear with me a few moments while I count cost awhile. And what I am now going to relate is not supposition simply, but the actual truth and can be substantiated on this floor, by more than one witness. Take the cost for ten months as a criterion by which to judge. Ten months board at 8 dollars per month—\$80 00 ; tuition not less than three dollars, and advanced as far as the majority of this school are, it is sure to be four, but to be safe we will make it three dollars per month, which will be \$30.00. Counting all cost, besides trouble, at the lowest figures one hundred and ten dollars for each pupil. And making as correct calculation as I can, I find at least thirty-five children belonging to this neighborhood whose parents are amply able to educate them. Counting the cost of sending them off for ten months, it is only a small fraction less than \$4000.00. This is no fable, the catalogues of the country around will show that my calculations are entirely within school limits, you see the calculations, and hear the reasoning. Now I call upon you as rational, honorable and intelligent



citizens and lovers of learning, to say whether or not you had better build a school at home or send them off. You can have them educated for less than one-fourth, yes with propriety I might say nearer one eighth of it.

And if you want a bushel of corn and can buy it for four shillings per bushel at your barn, it is hardly probable that you would go to New-Berne for that which is no better and pay two and a half dollars per bushel for it. But still many do not see their errors till it is too late.

Ladies and gentlemen, let me *beseech* you, as one who loves you and your children, to take the motto of one of our noble states and be governed thereby, "United we stand, divided we fall." Strength in unity and weakness in division. You may look at it and say *can* this work be done? I can answer most *emphatically* it *can*, simply because it has been done, and where locations were not as favorable and advantages no better than yours. The plan is easy and simple. Take a lively interest in this matter yourselves and you can soon get the sympathy and aid of those who are looking on abroad. There are many hoping for our prosperity, and others, doubtless, looking and hoping for our downfall, but let that not debar you from taking hold fervently and pressing forward with the honorable work. One more point and my few feeble remarks and suggestions will terminate. That is the "Common School" which certainly is a great helper in the glorious cause. But without the necessary aid your children can never realize even a practical education from the common or free schools; aid the system and it will aid you. Reliance upon this system entirely has been clearly shown to be insufficient. Where many good school-houses have stood, with continual schools, you may find some small houses in a dilapidated condition, and about a three months' school each year or no school at all. From various causes this state of things is brought about. One is that they cost nothing directly and consequently the parents take no interest in them, never visit them, or even inquire about them, and the fact is obvious that nothing can prosper long without the proper share of attention, and it is as essential for the parents to visit the school as it is for the farmer to visit his fields. One other is, that some of the members of the community often differ about frivolous matters, and for revenge, seek to ruin their neighborhood school, which they should consider *sacred*. This evil move not only injures the envious wire workers, but is a serious loss to the communities which they infest. They know not the responsibility under which they are acting.

II.

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FRESH AIR.—Give your children plenty of fresh air. Let them snuff it until it sends the rosy current of life dancing joyfully to their temples. Air is so cheap, and so good, and necessary withal, that every child should have free access to it. Horace Mann beautifully says: "To put children on a short allowance of fresh air, is as foolish as it would have been of Noah, during the deluge, to have put his family on a short allowance of water. Since God has poured out an atmosphere of fifty miles deep, it is enough to make a miser weep to see our children stinted in breath."

## TEACHERS.

The careful observer of the efforts of the friends of education, cannot fail to perceive that the spirit of the age is favorable to real advancement. Theories, plans and experiments are multiplying almost without number, and, though many of them upon trial have failed to meet the desired object, still, upon the whole, real progress and improvement has been the result.

The difficulties which we have yet to overcome are not to be found so much in the general workings of the system as in the want of ability to carry them out successfully. While we have reason to feel proud and congratulate ourselves that in the cause of education, and in the work of practical instruction in our *Public School System*, there are many men of ability engaged in the work as teachers, who understand the business well, and are able and willing to do; at the same time, while it is with regret, we must admit that the larger number of those engaged in the profession of teaching have very inadequate ideas of the work, and a great lack of ability as well as scholarship to carry it out. Even in the primary branches, for instance, Orthography—this, however, implies something more than mere spelling. (I will allude to the other branches in another place.) No person should ever assume the responsibility of teaching who is not a good speller; and no one can be an accurate speller until he has made himself acquainted with the power and nature of letters and the manner of combining them into words and syllables. This is an important branch of education, and one in which every teacher ought to be thoroughly qualified, otherwise he is unfit for the position which he occupies.

It is hardly possible to overstate the magnitude of this evil. It is one that ought to engage the attention and awaken the anxious solicitude of every teacher throughout the state of North Carolina.

In all of our educational meetings, and in the reports of committees of examination and the superintendent, eloquent and touching appeals have been sent forth to teachers to prepare themselves well, especially upon the primary branches of English literature, yet this evil is shedding its saddening and blighting influence over the greater portion of our *Common Schools* as yet.

The means and agencies that are now employed in the noblest of all causes, are failing to produce their legitimate results, and consequently our whole Public School system has to suffer materially by it. This is a matter much to be regretted by every true philanthropist in the state, and can be accounted for in no other way, than that a great number of our teachers have found themselves incompetent to the task of other professions of far less importance, and have engaged in teaching as a last resort, considering themselves capable to train the ignorance and weakness of infancy into all the virtues, powers, and wisdom of maturer years, to form a creature, the frailest and feeblest that God has made, into a fearless sovereign of the whole animated creation, the interpreter and adorer and representative of Divinity.

Again, there are those persons, who have spent a few months at college, a time sufficient in most cases, to learn them evil habits, and bad



practices, while others who have not perseverance enough to make a good and honest living, in the ordinary branches of industry, and often young farmers who enjoy in winter a short interval from the toils and labors of summer, think themselves fully competent to become instructors and guides of the youthful mind; and whenever they can meet with a soft-headed set of committee-men put themselves upon an equality with good and competent teachers. And as soon as they find, that it is probable that they will not succeed in gaining employment, they immediately propose to teach for less than the usual salary; this, I am sorry to say, too often secures them employment.

There is still another class who engage in the business as a secondary employment. Perhaps they are pursuing a course of study themselves, and resort to this as a means to pay expenses, while their principal object is, to pursue their own studies; thus teaching becomes a secondary business or a stepping stone to something higher in the scroll of responsibility. Such persons as these have not the proper spirit of a teacher and ought not to be encouraged, for no good can possibly result from their labors. A teacher should enter upon his duties full of the work. He should be deeply impressed with its great responsibilities. He should remember that his mistakes, though they may not directly injure him, may seriously injure his pupils. Nor can it be urged as excuse, "I did it ignorantly." He has offered to fill a position, where ignorance is an unpardonable sin, and where negligence and indifference to the general welfare of all who may be committed to his charge, amounts to nothing less than homicide.

Could he not with as much propriety assume to be a regular practicing physician, and—ignorant of its effects—prescribe arsenic for the cure of cholera. Now, if ignorance on the one hand can be considered as a valid excuse, it can with equal propriety on the other. Hence the presumption is, whenever a man assumes to fill a position, whatever its nature or object may be, it implies at once a pretence to the requisite qualifications.

J. W. A.

## MY FIRST WEEK'S EXPERIENCE IN TEACHING.

Shadows, as well as sunshine, fall across the teacher's path, and he who enters upon the work of teaching and assumes its responsibilities, must not be disheartened by difficulties.

Every teacher must have some bitter experiences, but his joys and rewards far outweigh them all. My experience is a mingling of sunshine and shade, lights and shadows, but the sunshine has so dispelled the shade and the light shortened the shadows that the pictures of past scenes, which now hang in Memory's gallery, seem a delicate blending of both elements. My first school was large. As I entered the school-room upon the first morning about seventy, from the ages of three to twenty-one, rose, and bowed as a signal of respect and welcome to the new teacher. Dismayed at the unexpected display of such forces, it

was with the greatest difficulty that I could command sufficient self-control, to conduct the opening exercises, the muscles of my face, all the while, most nervously twitching, and the constant movement of my head very accurately illustrating perpetual motion. Without trusting myself to speak more than was actually necessary, I began to take the names of the scholars. But, no sooner was I engaged in the work than noise and confusion commenced. There, in the corner, sat John, just beginning his winter's fun and frolic, and by his side "Sam, the Fearless," ready to defy all authority. On the left, Peter was pinching and pushing James, and most heroically contending for just half the seat; while among the girls, whispering and the noise of books, helped on the disturbance and increased my confusion, for, I was unprepared for such a scene. I had enlisted in the service without plan or system, and without any just idea of my duties. Idle dreams of school-keeping had floated in my mind until I had forgotten the true object of the teacher's mission and had so clothed the work in fancies all my own that its stern realities appalled me. However, I made several faint and unsuccessful attempts to preserve quiet, but, while I would be looking in one direction of the room to discover the author of the disturbance there, more confusion still would arise in another. My greatest vigilance could not detect all the springs of mischief, nor my troubled mind know how to secure an orderly school. In this way passed the first three days of the term. Each night I left the school room discouraged, but upon the third, my despair was complete—and when in my room, alone, I solemnly concluded that I could not keep the school and would leave at once. But after a night's deliberation, I determined not to give up the contest and leave the field without one severe battle; so at 9 o'clock, with a firmness like the everlasting hills, I took my place in the school-room, determined to be teacher. The children came with the same dispositions and inclinations as on the preceding days, but at the very first appearance of disorder, I very calmly but distinctly told them, we should be interrupted so, no longer; that we could do nothing without order, and if they were willing to do their part towards it, ours would be a pleasant and profitable school; but if there were any that persisted in being disorderly without further words from me, they would try the virtue of the rod, upon my desk. It was enough. This was the moment of my victory. From that morning I found no serious difficulty in governing the school. A look or gesture was often sufficient to quiet the unruly, for all knew that what I said I *meant*, and that my firmness and decision could not be shaken by any of their caprices.

Young teachers, just entering upon the work, shadows will cross your path and difficulties rise before you in Alpine boldness, but be not disheartened; meet them with firmness and decision, coupled with love, and your success will be certain.—*N. H. Jour. Education.*

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Humboldt said ten years ago, "governments, religion, property, books, are nothing but the scaffolding to educate a man. Earth holds up to her Master no fruit but the finished man. Education is the only interest worthy the deep, controlling anxiety of the thoughtful man."



From the Western Sentinel.

## EXAMINATIONS AND SCHOOL CELEBRATIONS.

That examinations and school celebrations are of incalculable benefit to the cause of education, no one can successfully deny. In our humble opinion we know of nothing which can be appended to our system of Common Schools that is more necessary to the progress of useful knowledge, than examinations and school celebrations.

Every teacher of Common Schools should publicly examine his pupils, on the last day of each and every session he teaches: and he who neglects to do so, fails to perform one of his most special duties as School Teacher.

We are fully convinced that in those districts, where examinations and school celebrations have been conducted, for a few sessions only, their pupils are far in advance in useful instruction, in comparison with those in districts where examinations and school celebrations have been disregarded.

As pure air and exercise are to the health and strength of the human system, so are exhibitions and school celebrations to the system of Common Schools, and to the progress of useful knowledge among all classes of our people. In fact, we think that nothing can be more appropriate than examinations and school celebrations, to arouse the popular mind to renewed efforts to improve the Common Schools of our State, and the minds of our people.

Already, these examinations and School celebrations are rapidly creating a stimulus—a rivalry—a thirst for useful knowledge, among teachers, pupils, districts and counties, hitherto unknown among us. *A correct public opinion should be formed.* And in the language of Bishop Potter we would say, that "Our people have absolutely the control over the whole subject of education, not only as it respects their own families, but, to a great extent, in schools and seminaries of learning." Therefore, the formation of a correct public opinion is of the utmost importance, for in our humble judgment the primary cause of all the defects complained of in education, and the source of all the evils that afflict the community in consequence of its neglect, is *popular indifference*. From this we have more to fear than from all other causes.

The advocates of school exhibitions dread *popular indifference*, but have nothing to fear from opposition. Opposition elicits discussion; and discussion judiciously conducted evolves truth; and educational truths brought clearly before the mind of our community, will ultimately induce right action. Men may at first be influenced by a low class of motives, and listening to judicious discussion they may become more enlightened, and cast aside the ill-grounded prejudices.

When the majority of the individuals that compose any community lay aside their *indifference* to reform and witness its beneficial effects; their motives will gradually become more elevated, and their efforts at improvement more constant; but no important advance was ever made without enlightenment.

A short time since the people were in an entire state of indifference

in respect to school-houses being furnished with good seats—now all agree that “good seats” are quite essential to the comfort and progress of learners. How long before all will be convinced that examinations and school celebrations are the very life of our Free Schools.

M. H. LINVILLE.

Forsyth County, March 3d, 1860.

## AGRICULTURE IN OUR COMMON SCHOOLS.

[We take the following from the N. Y. Teacher, and hope to learn that some of the *boys* and *girls* of North Carolina have so profited by its suggestions as to secure a premium.—Ed.]

We have received from Mr. H. L. Stuart the accompanying papers, which we recommend to the careful attention of teachers, parents and school authorities throughout the country. The district school is the only agricultural college in which practical instruction of this kind can be directly brought home to the millions of youth who must devote themselves to farming and its kindred occupations. As this is the first practical attempt to make this important subject a part of the course of study in our schools, we shall observe the experiment with the greatest interest, believing it to be one of the most desirable objects to give efficiency and availability to the instruction imparted in them.

New York, 1859.

To the Farmer's Club of the American Institute :

Agriculture is one of the universal and fundamental occupations of the human race, but as yet it has received no specific attention in our common schools. By the following method it is proposed to introduce specific instruction in Agriculture in its practical applications and scientific relations to the Farm and the Garden, into these schools.

Each pupil in the higher classes, both girls and boys, will be required to select some one of the various farm or garden products, including all kinds of domestic live stock and labor-saving implements, as an object of special observation and study, under the direction of the teacher and the eye of the parents at home. This exercise will extend to the selection of varieties, adaptations to soils and climates, planting, chemical composition, observation and processes of development; the whole forming a series of interesting and useful subjects for oral and written discussions during one or more school terms. Each pupil finally summing up results, in an essay to be preserved among the records of the school, a copy of which is to be sent to the parents, and the most meritorious to be forwarded to the Farmer's Club of the American Institute, or to the nearest state or county agricultural society or farmer's club, to be read and preserved in their annual reports. The planting and practical exercises and applications will be conducted chiefly at the homes of the pupils. But little ground will be required for each illustration; general interest and emulation will be excited among scholars and



parents, and the most approved methods, varieties and processes will be brought into immediate use and practice throughout the country; thus generally stimulating and adding vastly to our productive agricultural industry, without increasing the cost of instruction in our common schools. There are more than one hundred and fifty thousand of these schools, in which over four millions of children are annually gathered to receive their entire school instruction, under the care of two hundred thousand different teachers. In all of these, this important branch may be readily incorporated with the ordinary course of study, thus directly preparing millions of youths for an intelligent discharge of their duty to themselves and society. In pursuance of this plan, I have just received from Mr. Alfred C. Roe, Principal of the Collegiate Institute, Cornwall, N. Y., an essay on the culture of the red Antwerp raspberry, prepared by one of his pupils, Master Charles Caldwell, aged sixteen years, which I wish to have read before the Farmer's Club of the American Institute and made a part of its permanent transactions, it being the first illustration of an attempt to introduce specific agricultural instruction as a part of our common school course of study. Mr. Roe has engaged an accomplished gardener, now in the service of Mr. N. P. Willis at Idlewild, near his school. He has about fifteen acres of cultivated ground surrounding the school buildings, and will organize, during the coming year, an agricultural department in order thoroughly to test and illustrate this plan in all its details, so as to enable him to demonstrate the best method of conducting instruction of this kind, to be introduced into the schools of our country. It is in the power of this association to lend efficient aid to this attempt, by the encouragement it may properly extend thereto.

H. L. STUART.

*Master Caldwell's Essay on the Cultivation of the Red Antwerp Raspberry.*

In the following article on the red Antwerp raspberry, I wish to present a practical view of the manner in which the plant is cultivated, not founded on any theoretical reasoning but on actual observation and experience. A deep, rich, and rather heavy soil, appears best adapted, though they yield largely on slaty soils also. The land should be very deeply plowed, and heavily manured with coarse barnyard manure, then thoroughly harrowed and furrowed, as for corn making; the hills four feet apart each way. Next, set in three or four plants in each hill, cutting off the tops close to the ground. This throws all the sap into the new shoots, making much finer bushes the following year, and requiring no stakes the first season. It is immaterial whether the planting is in the fall or spring; if in the fall, a shovelfull of compost, say black dirt and manure, thrown on the hill after cutting down, is all the covering they need the first winter. The ground should be kept well mellowed through the season, plowing frequently, turning the furrow from the hill, keeping the grass and weeds well hoed from about the plants. In the early part of November, the bushes are bent down and covered lightly with earth to protect them from the severe frosts of winter, and also from the effects of the March sun and winds. This is done by plowing between the rows to soften the earth, then bending the bushes gently down and throwing a few shovelfulls of earth upon the

stalks. The tops should all be laid in one direction, as they are less liable to be broken in taking up the following spring. Early in the spring, while the ground is yet frozen, draw on and spread over the whole ground from thirty to forty ox-wagon loads of long manure to the acre. In the early part of April, the bushes must be carefully raised with forks, the stakes (from five to six feet long) firmly driven into the center of the hills, and the bushes confined to them by tying, two or three ties, according to the height of the bush; and now plow and hoe thoroughly, keeping the ground mellow and free from weeds. The fruit commences ripening the last of June, and is picked daily from four to five weeks. The plow should be run through once or twice during the picking season, as the ground, being tramped by the pickers, becomes hard and the weeds will grow. As soon as the picking season is over, the stakes are taken up and the old bearing wood cut out, thus giving the young wood all the strength of the roots. The ground must now be well plowed both ways and thoroughly cleaned, and so kept until the time for covering again, when the surplus sprouts are taken up, and either set out or buried in the earth for spring planting.

The usual price of the plants is \$10 per thousand.

The baskets hold one-third of a quart and cost \$25 per thousand. The picking costs from 75 cents to \$1 per hundred baskets. When filled, the baskets are packed in boxes holding from 50 to 150 baskets each, and thus sent to market.

The yield per acre varies, according to soil and cultivation, from 6,000 to 10,000 baskets, and under very favorable circumstances, has reached as high as 15,000 baskets per acre.

The average price per basket in the New York market in 1857, was 8 cents; in 1858, 8 cents; in 1859, 6½ cents. This is the wholesale price.

In preparing for eating, the flavor of the berries is much improved by washing them in cold water, and allowing them to remain immersed, say ten minutes, before putting in the sugar. This makes them tender and plump.

#### *Note from Mr. Stuart.*

*Mr. Cruikshank:*—Dear Sir,—I desire to announce the following premiums, which will be given to the pupils in any of the common schools of this state who may desire to compete for them by preparing the best essays on the plan above specified, of facts collected by themselves on any agricultural or horticultural subject, common to the farm or garden, which shall be certified by their teachers and the school authorities, and forwarded to the address of Solon Robinson, Reporter of the Farmer's Club, Cooper Institute Building, New York city.

For the best essay from a boy,.....\$10

For the best essay from a girl,..... 10

For the second best essay from a boy,..... 5

For the second best essay from a girl,..... 5

For the third best essay from a boy—One year's subscription to the Weekly Tribune, or two volumes of N. Y. Teacher.

For the third best essay from a girl—One year's subscription to the Home Journal, or two volumes of N. Y. Teacher.



The following premiums will be given to any pupils attending the Common Schools in any of the United States, other than the state of New-York, for the best essay prepared as above indicated:

From a boy,.....	\$10
From a girl,.....	10

The premiums will be paid on the award of the following committees: Col. B. P. Johnson, Secretary of the N. Y. State Agricultural Society; Hon. H. H. Van Dyck, Horace Greely, Hon. S. S. Randall, Prof. Wm. F. Phelps, Prof. D. H. Cochran and Solon Robinson.

These essays must be forwarded to the above address, before the first day of December, 1860.

H. L. STUART.

### UNJUST CENSURE OF TEACHERS.

It is not meant by this that the teacher is never in fault, never culpable, that there are never grounds for parental indignation. Many teachers are not only injudicious, but at heart are false to their responsibilities. They are passionate and apparently care nought for the highest welfare of their pupils. Many richly deserve censure and in the case of others, though unjust and cruel, it often becomes a good inasmuch as it checks some careless habit in its incipient stages and renders them more cautious. But the most faithful and conscientious instructor is often harshly censured by guardians, parents and community. None but those who have taught can form any adequate idea of the trials and perplexities of the school-room. The difficulty in checking mirth and fun, in repressing mischief and engaging the attention sufficiently to secure perfect lessons. There is also a class of youth whose animal spirits are ever in ebullition, and when such are brought into contact in the school-room, the principle of sympathy intensifies these restless and disorderly propensities, and the boy or girl that parents can hardly control at home, who is daily the subject of their severe chastisement, the teacher, who has not only one but several of like temperament to govern, is expected never to correct. Parents and community are not aware of the many trivial occurrences that are ever disconcerting the school-room and the numberless petty offences that in the aggregate are just cause for the infliction of severe punishment. Community and families are often thrown into great commotion by the correction of a pupil. The offence is a subject of investigation, it is pronounced trivial; it was so; the teacher is branded as passionate and severe. But the long train of circumstances that caused him to inflict the punishment are unknown. He admits that the offence by itself did not demand such severity, but it is the numbers of a similar kind, multitudes of little faults that he has endured till patience has ceased to be a virtue that have compelled him to an act for which he is visited with the severest censure. No just judgment can be formed of any of the acts of the teacher without a careful inspection of all the pupil's antecedents, and but few parents would have the effrontery to censure the teacher if they would consider the unreasonable correction that they often impose upon their children at home.—*N. H. Journal of Education.*

## THE STUDY OF GEOGRAPHY.

The knowledge which the majority of pupils in the public schools acquire of Geography there, is quite too scanty to be a source of much satisfaction or profit. A few names of countries with their capitals, chief towns and principal rivers, with some exceedingly vague and confused ideas of the earth as a whole, will, perhaps, in many cases, comprise the entire amount. How many at the time of leaving school have clear ideas of the various circles of the globe? How many can intelligently compare one continent with another, or tell the climate, soil and productions of any given locality? How many can take a report of the markets as given in some of the weekly newspapers and inform you whence the various articles named are derived, or look over the shipping lists and feel confident of the location of the different ports mentioned? All these things and many others about the earth we live on, it would be pleasant and profitable to know, and with everything working rightly in our schools they might all be learned. The Geography of the schools should not be a mere collection of names and numbers, without significance or interest, hard to learn and impossible to retain. It should become a living animated study. With the boundaries of a State or country, its chief towns, rivers and mountains, let the pupil learn of its productions, exports and imports, comparing them with those of his own land. Let him gain a knowledge of the people, their manners, customs and institutions. Let him trace the effects of geographical position upon the civilization, commerce and manufactures of a country. Call his attention to the great facts in its history. Stir his indignation by the story of a brave and free people rising to maintain their rights, trodden under the foot of despotism, hunted by relentless persecutors, till the caves whither they have fled for refuge have become their prisons, and the mountains, altars for their immolation. Let the fate of the demagogue, the usurper and the traitor warn him not to follow in their race for guilty and blood stained glory. As he passes from country to country show him the footprints of the truly great, left upon the sands of time for his encouragement. Perchance seeing how others have struggled and gained, he may take fresh courage, and be induced to work on with new zeal. Show him the proud trophies won by the giants in the strife between cunning Art and stubborn Nature. It may be they will disturb his sleep, not suffering him to rest till he has hung the proofs of his own victories as high as theirs.

Make the study a discipline for other faculties than the memory.—Not only train the pupil to remember facts and effects, but encourage and require him to investigate relations and causes. Ask him not only where rivers and deserts, are, but why they are thus located. Lead him to inquire for the causes which are at work to keep up the constant beat of ocean's tidal pulse, and the never-resting swing of its waves; to chain the lion, the tiger, the scorpion and the crocodile within narrow limits, and spread man all over the globe. Teach him to love such inquiries as these, and you give him a clue to the whole labyrinth of human science. For he learns to think; and the thinker is "a freeman of the whole estate" of finite knowledge.—*N. H. Jour. Education.*



**WELL-GOVERNED CHILDREN.**—It is quite a mistake to suppose that children love the parents less who maintain a proper authority over them. On the contrary, they respect them more. It is cruel and unnatural selfishness that indulges children in a foolish and hurtful way. Parents are guides and counsellors to their children. As a guide in a foreign land, they undertake to pilot them safely through the shoals and quicksands of inexperience. If the guide allows his followers all the liberty they please—if, because they dislike the constraint of the narrow path to safety, he allows them to stray into holes and down precipices that destroy them, to loiter in woods full of wild beasts or deadly herbs—can he be called a sure guide? And is it not the same with our children? They are as yet only in the preface, or, as it were, in the first chapter of the book of life. We have nearly finished it or are far advanced. We must open the pages for those younger minds. If children see that their parents act from principle; that they do not find fault without reason; that they do not punish because personal offense is taken, but because the thing in itself is wrong—if they see that, while they are resolutely but affectionately refused what is not good for them, there is a willingness to oblige them in all innocent matters—they will soon appreciate such conduct. If no attention is paid to rational wishes; if no allowance is made for youthful spirits; if they are dealt with in a hard unsympathizing manner—the proud spirit will rebel, and the meek spirit be broken.—*Mother's Magazine.*

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**EXAMPLE FOR YOUNG MEN.**—The Baltimore Clipper contains a very interesting account of a young Dane, who was converted to God some time ago, in Pittsburg, and being desirous of receiving a good education, he applied to Dickinson College, Carlisle, Pa., for admission on easy terms, as he had very little money. The President of the College consented to give him his education gratuitously, if he would pay his board. The youth deposited all his possessions \$15, (and a trunk for his chair, a chest for his table, and a hammock for his bed) in the institution, and to provide funds for his boarding, he works during his leisure hours. He lives on fifty cents worth of food per week. This youth bids fair to rise to eminence, while he sets an excellent example for the young men of America. Success to the Danish student.

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**WEBSTER'S PICTORIAL DICTIONARY IN SOUTH AMERICA.**—The Merriams have just received an application from the "director of the collegiate institution at Nova Friburgo," Rio Janeiro, for twenty sets of their "Pictorial illustrations only." The professor says "They would be useful to me in some of the classes of the sciences." The illustrations are never sold separately from the body of the work, but this application indicates a high appreciation of their beauty and utility.—*Springfield Republican.*

## Resident Editor's Department.

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**OUR MEETING.**—The readers of the Journal will no doubt expect to see some thing, in the present number, in regard to the the time and place of the next meeting of the State Educational Association.

As the members, and all who have read the Constitution, know, it is made the duty of the Executive Committee, consisting of the Superintendent of Common Schools and the two Secretaries, to fix and make known the *time* and *place* of holding our regular annual meeting.

The committee have consulted, once or twice, but have not been able, for various reasons, to come to a final decision.

For the last three years, the Association has met during the latter part of June or the first of July. This time suits a large number of our teachers very well, perhaps better than any other. But a great many, who would like to attend the meetings and who feel a deep interest in the progress of education, say that they are entirely excluded from the Association, on account of the time of meeting.

We would gladly select a time that would suit every teacher in the State, if such a thing were possible. All will grant, at once, that we cannot do this. We desire, therefore, to arrange the meetings so as to accommodate the largest number possible, either by fixing upon that time, every year, which will secure the largest attendance, or by so varying the time, from year to year, as ultimately to accommodate all.

To enable the committee to act to the best advantage, we would be glad to have suggestions from all who feel any interest in the matter. If all who would like to attend the meeting, will, as soon as convenient, inform us what time will suit them best, it will aid very much in deciding upon the most suitable time. We would suggest the months June, July and September, that each one may say which of these times will suit him best, or name some other.

We can say but little, at present, in regard to the place. Several places have presented strong claims, but various circumstances may influence our decision. The views of others, on this subject, will also be gladly received. And, as a matter of course, the part of the State in which we met last year must not be left out of view, in determining the proper place for our next meeting.

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THE MEDICAL JOURNAL, of North Carolina, for March, is received. We call the attention of our medical friends to this valuable Periodical. Every physician in the State should read it.



**COMMON SCHOOL REGISTER.**—We were asked, by a teacher of a common school, not long since, what the law requires in regard to returning the Register to the Chairman. He had presented a draft for payment, which was refused because he had not returned the Register belonging to the district in which he had taught. This, he thought, was requiring more of him than the law demanded. By way of answering his question, and preventing others from getting into a similar difficulty, we copy below, from a previous number of the *Journal*, the Law on this subject, as amended by the last Legislature.

*Be it further enacted, That, in lieu of former regulations in regard to the safe keeping and use of the Common School Register, the following shall be in force, to-wit: It shall be the duty of Chairmen of Boards of County Superintendents to keep and preserve all the copies of said register belonging to their respective counties, when the schools are not in session. And before the commencement of any school, the committee of the district shall give to the teacher an order on the Chairman for the register belonging to that district and the said teacher, on receiving it, shall give a receipt for it and be responsible for its safe keeping until the close of the school. And in no case shall any such teacher be paid until he returns said register to the Chairman, in as good order as when received and with the blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State. And the register for each school or district shall contain the name and number of the school or district and be kept for its use alone.*

It was found necessary to make the law thus stringent, in order to secure the object for which these registers were introduced. And if the Chairman, in every County, will enforce the law strictly, all the registers will be properly filled, and he will be able, at a glance, to see the condition of the schools, in every district in his County. He will become better acquainted with the character, qualifications and improvement of the teachers in the schools, over which he is expected to exercise a general supervision; and can exert his influence more successfully for the general welfare of these schools, because he knows their condition and wants.

We fear that very many of our county Chairmen do not realize the importance and the responsibilities of the position that they occupy. Each Chairman is, or ought to be, the *Superintendent* of all the schools in his County, and should labor zealously to make them more efficient instruments in the accomplishment of the great end for which they were established. They are not merely the financial agents of the school system, as some of them seem to believe; and the duties of the office are not fulfilled, when the money is received and disbursed and the returns made.

## BOOK TABLE.

A DICTIONARY OF THE ENGLISH LANGUAGE. By Jos. E. Worcester, LL.D. Boston: Hickling, Swan & Brewer.

The above is the simple and modest title page of this most magnificent quarto, of nearly two thousand pages.

This distinguished lexicographer has embodied in this, the great work of his life, the result of many years of arduous and successful labor, directed chiefly to this end. And he has given to our country, and the English-speaking world, a DICTIONARY that embodies almost everything that any one could desire to find in such a book.

The definitions are clear and full, and the different shades of meaning are explained by quotations, from such authors as have used the words in their various acceptations. And where a pictorial illustration can make the definition more easily understood, it is introduced. These neat little pictures, found in almost every page of the book, are especially useful in giving a correct idea of such words as relate to natural history, architecture, &c.

This work is considered, by many of the most distinguished American scholars, the Standard Dictionary of the English Language. It is undoubtedly superior, in some respects, to any other; and it should be found in the library of every one who wishes to keep pace with the progress of our language, whatever others he may have. We have consulted it in regard to words that we were unable to find in any other dictionary and have never yet been disappointed.

Words that are synonymous are compared as they occur in the regular vocabulary, thus avoiding the trouble of referring to a separate table of synonimes.

Besides being a complete Dictionary of the English Language, it contains, in the introductory pages, much valuable information in regard to the Principles of Pronunciation, Rules of Orthography, &c. And in the Appendix will be found Pronunciation of Greek and Latin proper names; Pronunciation of Scripture proper names; Pronunciation of modern Geographical names; Pronunciation of the names of distinguished men of modern times; Abbreviations used in writing and printing; Signs used in writing and printing; and a collection of words, phrases, and quotations from the Greek, Latin, French, Italian, and Spanish languages.

The Book does honor to the Author, to the Publishers and to our Country.

HIGH SCHOOL GRAMMAR, or an Exposition of the Grammatical Structure of the English Language. By W. S. Barton, A. M. Author of "Easy Lessons in English Grammar," "Intermediate Grammar," "Practical Exercises in English Composition," etc. Boston: Gould & Lincoln.

This Grammar is intended for advanced classes, and contains a full and philosophical exposition of the grammatical structure of the English Language, with a great number and variety of practical exercises,



adapted to the illustration of each subject, as it is presented. While it contains everything needed in a text book on Grammar, yet it is not unnecessarily voluminous.

We are especially pleased to find all of the Rules of Syntax comprised within *three pages*, thus giving the student a full view of the rules, that are to guide him in the analysis of sentences, at a single glance. We would recommend this book to those teachers of common schools who meet with difficulties, not clearly explained in smaller works.

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A NEW SYSTEM OF ENGLISH GRAMMAR, progressively arranged. Concisely embodying the Principles of Analysis and Synthesis. By W. S. Barton, A. M. Montgomery, Ala.: Pfister & White.

This is intended as an intermediate Grammar, suited to the wants of the higher classes of primary and "common schools." And while it is by no means so full as the High School Grammar, yet it is practical and well suited to the place it occupies in the series.

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EASY LESSONS IN ENGLISH GRAMMAR, for young beginners. By W. S. Barton, A. M. Montgomery, Ala.: Pfister & White.

It is a very difficult matter to prepare *easy lessons* in English Grammar, for *young beginners*, that will enable them to understand the subject. And while the author of this book has, perhaps, succeeded as well as most others, who have made the attempt, and has undoubtedly given us some *easy lessons*, well suited to the young mind, yet we fear that the *young beginner* will not have passed over one half of the 150 pages of his book, before he will find some *lessons* that *he*, at least, will think not at all *easy*.

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CASSELL'S ILLUSTRATED FAMILY BIBLE. To be issued in about fifty parts, on the 1st and 15th of each month. New York: Cassell, Petter & Galpin. Price 15 cts.

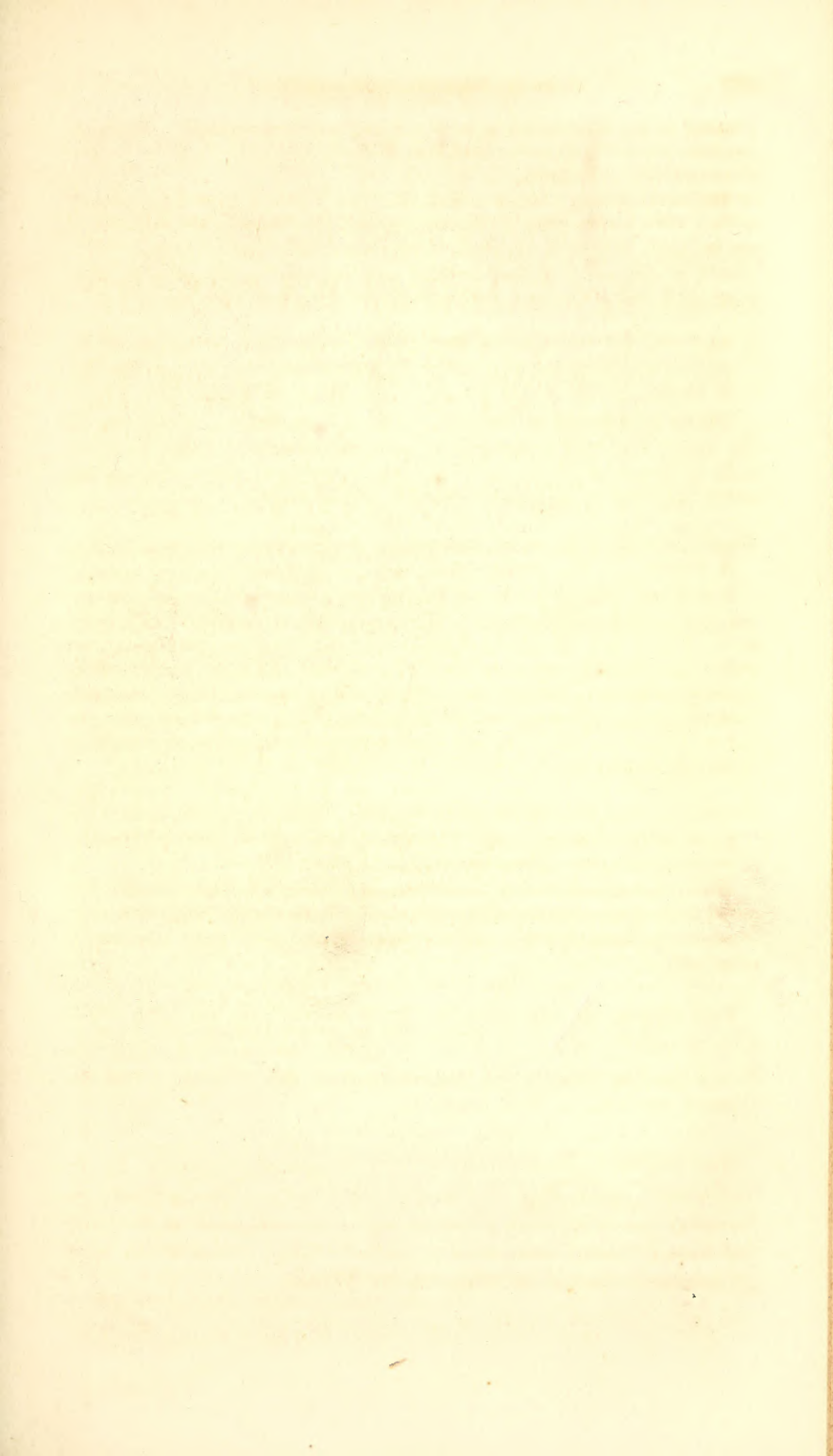
We have received Part I, containing the first 18 chapters of Genesis, on 32 large quarto pages, with explanatory notes and no less than 32 illustrations, executed in a superior style and some of them occupying a full page.

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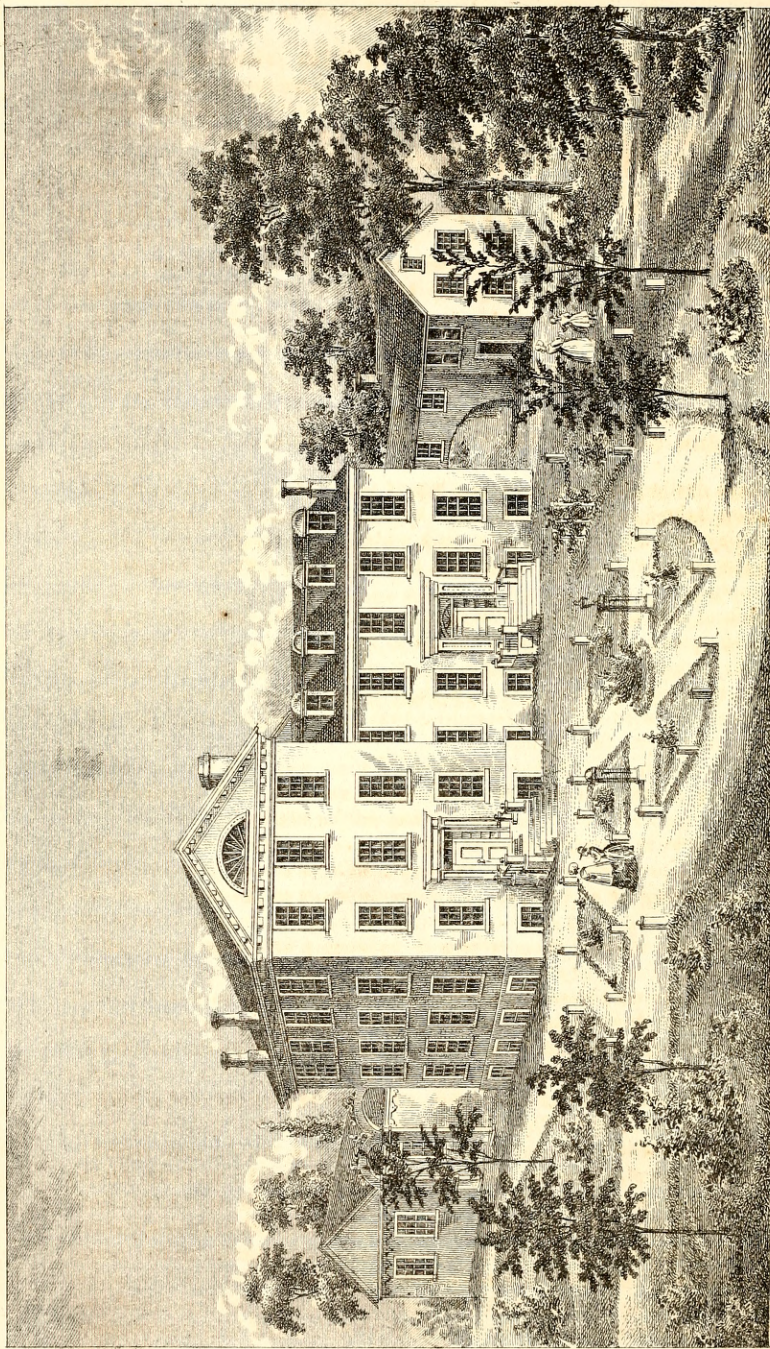
THE NORTH BRITISH REVIEW, for February, is on our table. Its table of contents presents a list of ten articles, some of them excellent. Now is the time to subscribe, beginning with the volume. Address Leonard Scott & Co., New York.

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THE ECLECTIC MAGAZINE, for April is in no way inferior to its predecessors, unless it is in the embellishments. The portraits of Macaulay and Longfellow, while not equal, as mere pictures, to some that have preceded them, are not less interesting. Send us \$5. and get this most excellent Monthly and the Journal.







Hayes & Zell, Publishers, Philad<sup>a</sup>

Lith. by Herline & Hensol S.E. cor. 7<sup>th</sup> & Chestnut Sts. Philad<sup>a</sup>

# Edgeworth Female Seminary,

GREENSBORO, N.C.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. III.

MAY, 1860.

No. 5.

## SUGGESTIONS AND RECOMMENDATIONS.

### FROM SUPERINTENDENT'S REPORT.

I have desired to explain in this report the design and genius of the Common School system in order that by the meeting of the Legislature there may be a distinct understanding among the friends of the schools as to the real wants of the latter, and the methods by which they are to be supplied.

Much of this report is, therefore, occupied with the discussion of general principles; and I desire, if spared to make another, to devote more space to specific recommendations, based on these views. It may be proper, however, to offer now a few suggestions for the consideration of all concerned, with the understanding that these will hereafter be developed into more full details.

1. It is recommended that the State, in some way, furnish means for placing the *State Educational Association*, and the *N. C. Journal of Education* under its charge, on a permanent foundation.

This can be accomplished in the following economical method, to-wit:

The legislature can authorize the publication of a copy of the journal, at a fixed price, for every Common School district in the State, with the permission of the Board of County Superintendents in each county to dissent, within a given time, to this arrangement, so far as that county is concerned.

Each county may have permission so to act from year to year.

Allow to the Educational Association the advertising profits of the Journal; and these would be sufficient, with taxes paid by the members, to place that body in a prosperous condition.

2. Steps ought to be at once taken to insure the erection of a building, in each county, for Common School purposes.

Such a building is needed to preserve the books, blanks and records of the Common Schools—to enable the County Boards to hold their meetings more regularly—to furnish the chairman with a fixed office for the transaction of his business, and to enable the committees appointed to examine teachers, to attend to this important matter under more convenient and comfortable circumstances.

Such a building is, also, needed as a place of meeting for Teachers' Associations, and to encourage them to form libraries and make collections



for county museums; and it is demanded as a proper and material sign of the existence, importance and progress of the Common School system in each county.

3. I wish to prepare a manual of instructions and suggestions for the guidance of chairmen of Boards of County Superintendents in the discharge of their important duties, and as the cost will be small I trust the legislature will authorize its publication in a form for convenient use and perpetual reference.

4. A number of active and prominent chairmen are still urging the importance of changing the beginning and end of the school year, but as these officers do not agree in their views as to the new dates to be fixed on, I now barely allude to the subject, hoping to be able to lay before the next legislature a full expression of opinion from the chairmen of the State.

5. Several difficulties have recently occurred in regard to the claims of children charged with being of negro blood or descent within the prohibited degrees.

In these cases there has been a difference of opinion as to the race to which the parties concerned belong; and as there is no method provided in the school laws for deciding such cases in a simple and expeditious manner, serious trouble might, in many instances, be occasioned, and the usefulness of the schools destroyed for months and years.

There ought, therefore, to be some method devised for the temporary disposal of such questions—reserving to all parties the right to appeal to a Court of Record, but in the mean time, permitting the decision, *in pais*, under the provisions of the school law to stand and be binding until reversed in such a court.

#### CONCLUSION.

This report is made to your Excellency at a time of trial to you, and to all patriotic guardians of the public interests.

The popular heart, north and south, has been deeply stirred by the recent startling but natural developments of principles springing originally from opposition to those teachings of inspired Writ which humble man and exalt God.

There has long been a growing disposition, in certain quarters, to deify humanity, and practically to ignore the idea of man's sinfulness or frailty; and this cannot be done except in open contradiction to the lessons of all experience, and to the doctrines of the Holy Scriptures.

Such conclusions, too, strike at the root of all authority, divine and human; for every law is a restraint, an abridgement of natural liberty and, therefore, an outrage when imposed on beings whose instincts are all just and holy, and thus entitled to gratification.

These most absurd and dangerous doctrines once swayed, for a brief period, the heart of a whole\* nation; and it was hoped that they would be forever disgraced by the bloody horrors, the unparalleled atrocities of that Reign of Terror. But the recent exhibition of opposition to all established authority, springing up armed from the bosom of American society, and distinguished with the sympathies of

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\*In France.

a large class of professed reformers, has divulged the existence of this fearful moral contagion in our midst; and now, while all are uncertain of the infection, there is a natural and general disposition everywhere to fear an outbreak of this most dreadful scourge of humanity.

These very acts, so fraught with danger to every class of people, demonstrate the utter fallacy of the doctrines in which they have their root; and were there no other evidence, these alone indicate, with a sad and overpowering force of argument, the depravity of man, and the necessity of divinely ordained authority to restrain those instincts and passions whose full development in action would cause the extermination of the race.

Their natural fruits are suspicions, evil-surmisings, alienations, bitter hatreds, fraternal strifes; in short, to blight that confidence and mutual dependence which hold society together, and to convert the whole human race into a horde of plundering and murderous Ishmaelites everywhere lying in wait for each other, and fighting over the natural fountains and fruits of the earth. They cause us to put a much lower estimate than we ought even on our fallen humanity; and, as a natural consequence, tend to arrest, for the time, the progress of every benevolent agency, to unsettle the foundations of all order and subordination, to destroy all national and social cohesion, and to split society into innumerable hostile fragments, converting whole nations into the condition of the panic-stricken camp of the host of Midian where every man's sword was set against his fellow.

In such a crisis, when all are disposed to fear and mistrust their nearest neighbors, the public men of the country have a high and most difficult mission to fill; but there is one rule which, if faithfully illustrated in action, will certainly lead to safety and success. It is a rule which no people can afford to violate, but one more easy of observance by a population like that of our own beloved State than by those whose former departure from it has involved us in our present troubles.

It is the rule of absolute right, understood in the pure light of God's infallible word; and surely a people, who for generations have made the teachings of this Book the only standard of public and private morality cannot be in danger of being suddenly and universally overcome by those fanatical delusions which originate in persistent attempts to wrest these Scriptures of Truth to the purposes of human vanity and pride.

We are, therefore, comparatively strong in the conservatism of sentiment, the soundness of the popular heart, caused by the long custom of imbibing our moral philosophy from the pure fountain of truth; and our first, greatest, and most permanent interest as a people, as well as individuals, is to adhere strictly and honestly to this method of reasoning, and this principle of action.

Let us, then, manifest to the world our confidence in the strength of our social and political fabric, based on such solid principles, by continuing calmly to administer them in their proper spirit, and by the light of inspired wisdom.

In such a state we ought not to anticipate fierce and bloody hostility between races and ranks and classes, merely because there are different races, ranks and classes; for it is not the existence of such diversity



that creates danger, but the spirit which animates the hearts of individuals, and is reflected in the public administration.

The very first human government was the family of Adam, and it was ordained by God himself, and in this society, consisting of only two persons, and they "one flesh," there was subordination, subjection of one to another for mutual good.

And there can be no society, in a wicked world, without diversity of interests and classes; and the peace of every social and political system depends on a just recognition of the mutual dependence of every rank on each other, and of the mutual obligations which this interest imposes. This sense of mutual interest and reciprocal duty has often been illustrated in incidents connected with the history of slavery in our midst; and a glorious fruit of this true policy was displayed before the eyes of all the world in a manner most honorable to the servant and to the governing race in the refusal of the former, at Harper's Ferry, to use the weapons thrust into their hands in destroying masters apparently unable longer to maintain their authority.

There is as much danger of prejudice between the rich and poor, and between the different professions, as between master and slave; and while the love of money is the root of all evil, it must tend continually to alienate from each other the hearts of those who love it above all things and have it, and of those who thus love it and have it not. And all attempts to enhance this alienation and widen the breach between classes of citizens, are just as dangerous as efforts to excite slaves to insurrection; and the principle which would justify the latter, would inevitably lead next to the destruction of those professions which are falsely considered by some as more honorable than other honest callings, then to the violent plunder of the rich, and finally to a fierce and endless struggle among the plunderers over their respective shares of booty.

But why should we, in North-Carolina, fear such attempts as these to uncase and let loose on society the worst passions of our fallen nature? True, such instincts exist; but these beasts of prey are guarded with something better than human restraints, or material bolts and bars. We have here a pure Gospel, faithfully preached; and wherever the character of a State illustrates a general indoctrination of the people in its precepts, there is a seal upon the lion's mouth.

Such a savor is our most conservative power; and indeed the true followers of our Lord are by Himself styled "the salt of the earth," a designation which conveys infinite meaning, and which, at such times as the present, all classes ought to be able to understand. The late troubles demonstrate the political importance and the social necessity of a true Gospel; and if farther evidence were needed, all but the wilfully blind can find it on every page of the world's history. And now, to bring these general reflections to a practical point, I desire to offer a suggestion which I feel sure will meet a ready and hearty response in your Excellency's bosom.

Let us, as a State, still adhere to those principles of benevolence which have distinguished us in the past: let us still manifest a generous confidence in all classes of our citizens, and guard with equal care the rights and true interests of each, well knowing that neither

honor nor honesty nor patriotism is an incident of station, rank or profession, but of man. Let us remember that though our race is a fallen one, it is not forsaken by a gracious Creator, wholly abandoned to its evil instincts; and that it is, therefore, safer to depend on the affections and principles of true men of every grade than on the interest of any one class, as interests can be easily changed, and are never certain.

Let it be our aim to denounce and punish the evil, and encourage and reward the deserving, knowing no distinction among our citizens but that of the good and the bad.

In a great State there must and should be a great diversity of interests and occupations; and in every State there always will be men in moderate worldly circumstances.

And that infallible word which declares that the powers that be are ordained of God, and commands obedience to every ordinance of man for the Lord's sake, also enjoins compassion for the ignorant and tenderness for the poor, the fatherless and the widow.

The Common School system, though a common interest, is of special importance to those in moderate circumstances, and to mechanics and other honorable laborers who may be continually called from place to place; and no State institution is, therefore, so necessary to such, as a system of schools which offers to them the means of educating their children wherever their interests may call them. Such an institution we have in our Common School system; and by guarding it with jealous care, and using all proper means to promote its efficiency, the great and good State of North-Carolina says to all the vast variety of true men of every rank and class necessary to constitute a prosperous and powerful commonwealth: "You are welcome here, and your want appreciated: behold the schools erected for your children by my provident care, in every part of my wide domain where you may choose to dwell in peace, under the authority of my equal laws!"

Permit me to conclude by expressing my gratification that the State has, in its highest executive officer, a firm advocate of those essential principles of national strength. With sentiments of high regard,

I am your obedient servant,

C. H. WILEY,

*Supt. of Common Schools for the State.*

Raleigh, N. C., Jan. 20th, 1860.

### POWERFUL ELECTRICAL MACHINE.

An electrical machine has been constructed in Paris, by an American, so powerful that it readily evolves electric sparks fifteen inches long. It charges an ordinary Leyden jar three times a minute, the discharge being as loud as the detonation of a musket. An observer writes:—"When the distance between the poles had been decreased to a single inch, producing an apparently continual electric current, I touched a cigar to the flame, literally igniting it by lightning. The experiments were conducted by Professor McCullough of Columbia College, New York, and M. Foucault of the Paris Observatory. It is probable that this machine, a triumph of American perfective industry, will be purchased by the French government for the Polytechnic Institute."



## PREVAILING ERRORS.

In educational matters there are certain prevalent errors to the correction of which teachers should direct special effort. It has been too much the case that popular feeling has swayed the teacher and led him to favor, directly or indirectly, views and plans that his own better judgment pronounced unwise or injudicious. Instead of moulding the public mind, and directing or leading the public will, he has passively consented to be led, and that, sometimes, in a way that could not seem right to him.

Now we believe it is not only the teacher's right but his duty to give shape and direction to educational affairs—and it is because so many have failed to hold and express decided and well grounded opinions that false notions and impracticable plans have so frequently and so extensively prevailed. We propose to speak, briefly, of two or three very common errors which seriously and unfavorably affect our schools.

1. *The disposition to send children to school at too early an age.*—In most communities it is the practice to send children at the age of four years. Many parents seem to have the impression that sending thus early is absolutely essential to good scholarship. Hence, we often hear such persons boasting of the proficiency their little ones have made in reading at the age of five or six years, regarding such forwardness as a sure indication of future brilliant scholarship. Results, however, will prove it far otherwise. The child who is regarded as a prodigy for his early attainments may, and probably will, in a few years manifest a marked indifference to school duties, and actually fall far behind those who commenced their school lessons some two years later. We believe it will be found in the experience of every teacher that those pupils who commenced learning, from books, at the age of four years will not be as forward at the age of twelve years as those who commenced at the age of six or seven years. If the perceptive faculties of a child are properly cultivated and directed, he may learn many useful lessons long before he opens a book for the purpose of learning to read. Let him be taught to observe, to think, to give clear expression to his thoughts, and he will have a basis on which subsequent lessons from books may rest, and from which such lessons will draw much of interest and profit. Among the earliest and most useful exercises for the little ones are object lessons, simple lessons in drawing or copying, singing, manual exercises, etc., and even these should not occupy much of their time. With all lessons and exercises for young children, the motto should be: "not long, but thorough or exact."

2. *The early withdrawal of pupils from school.* This is an error of serious magnitude, and one which has increased rapidly within a few years. It is too often that boys and girls, at the age of twelve or thirteen, begin to feel that they have finished their education, and that it will be almost degrading to continue in school until they are seventeen or eighteen years of age. Parents have, in too many instances, favored such feelings and withdrawn their sons and daughters from the schools at a very early age. Such pupils may have passed over much ground, but they have not gained that intellectual discip-

line and true mental growth which are essential to true scholarship and to success in life. It is often true that a scholar will make more decided and valuable development between the ages of fifteen and seventeen years than during any five previous years.

3. *Too many studies.* Some parents seem to estimate their teacher's success and their children's advancement by the number of different branches that are receiving attention at the same time, when, oftentimes, this very multiplicity is productive of but little real good and of much positive harm. It is far better that two branches be pursued thoroughly and understandingly, than that a half dozen studies be passed over hurriedly and superficially. There has been, too often, a sad lack of thorough learning on the part of the pupil, and of thorough teaching on the part of the instructor. Instead of this let the pupil be taught how to learn, to think, to examine, to investigate, to compare, to apply, and he will be really better fitted for the business of life, though his attention may have been confined to a few pages of a few books, than he would be if he had "been through" with a score of books in the ordinary way. A mere smattering of all the *ologies* and *osophies*, now before the public, is not of half the importance of a thorough comprehension of a single branch.

4. *A want of accuracy and clearness.* There is in many of our schools a vast amount of vagueness, both in the learning and teaching. This evil is closely connected with the last named, and almost inseparable from it. Parents demand that their children shall pursue many branches and pass over much ground, and, in order to gratify the wishes of parents, teachers often become very superficial in their teaching, and scholars contract very imperfect and injurious habits of learning. In all the exercises of the school there is a sad lack of clearness of understanding and accuracy of expression. Words are repeated but ideas are not grasped. A lad was recently boasting to his grandfather of his skill in arithmetic. "How far have you ciphered?" asked the grandfather. "O nearly to interest," said the boy. "And do you understand subtraction thoroughly?" "Why yes, and father, I learnt about that long ago." "Well, what year is this?" "It is 1859." "Very well; now if you take 2 from 1859, how many will remain?" "Two from 1859—why I could tell you in a minute if I had my slate." "But can't you do it mentally?" "Why, yes, I suppose I can; (proceeding in an undertone) 2 from 9 leaves 7; 2 from 5 leaves 3; 2 from 8 leaves 6; 2 from 1, can't—borrow 10; 2 from 11 leaves 9;—why yes, 2 from 1859 leaves 9637." And yet this lad was a member of a school of good reputation in one of our largest cities and had learned subtraction as many others have done.

Space forbids that we should continue this subject. We have named three or four of the common errors in our schools, and if teachers will use judicious efforts to correct them, and to diffuse right views through the community, they will be taking a decided step in the proper direction. Teachers should guide in these matters, and if they will act in harmony, their influence will be potent for good, and these and kindred error will soon be corrected.—*Conn. Com. School Journal.*



## SCHOOL GOVERNMENT.

No question is more perplexing to the young teacher than the constantly recurring one, "How shall I govern?" Most of the failures in schools arise from a want of skill or firmness in management. Where one teacher fails in imparting tolerable instruction ten totally fail in securing obedience. The causes of failure are various, and need not here be fully discussed. The want of parental government may be the prime cause, but there are teachers who would fail to secure permanent good order even among well trained children. The object of this article is to give a few hints, which may be of service to those who are anxious to improve.

One important thing to be acquired, is the power of self-government. He who governs others well must govern himself. No language can over-state the injury often done to a school by a passionate, violent teacher whose temper blazes out, like powder, at every spark of provocation, and sweeps all barriers of reason before it. The battle is frequently to be fought out within, which is to decide what shall rule the school. Anger must not be allowed to show itself. However strong the provocation, however just the indignation, it must be controlled, and neither the voice nor the eye should manifest what is going on within. The voice tremulous with anger, the eye flaming with rage, the lip livid with passion, are things which are not to be exhibited by a teacher. Of course, this self-control is not acquired without effort, but it certainly is as important as a knowledge of text-books. Many teachers only try to govern when thoroughly provoked, and the consequence is that anger begets anger, and the offender is ready and anxious to repeat the offence whenever a chance occurs.

Government by the hand and eye will be found more efficient and serviceable than by the voice. When a teacher from his rostrum thunders out, "Silence there;" "Must have less noise;" and in so doing, makes noise enough to drown all the rest, the immediate effect and general influence is productive of no good. Nothing is more effectual in securing silence than very quiet movements and words on the part of the teacher. The power of silence is never fully realized by many. The raised hand, the finger on the lip, the steady, firm, reproving look will hush a turbulent school, in the majority of instances. The power of the eye can be made almost the chief power in school management. Physicians manage the insane by it, and it certainly can influence a mind in its normal condition. A school carefully and constantly watched will be a more orderly school than one left to itself a great part of the time. Not that it is necessary to comment upon, or even seem to notice everything that occurs. But a teacher's eye must be upon the pupils. Wherever a teacher habitually keeps his attention so closely upon a matter in hand, a recitation, a problem, or a question of any kind, that he does not command the school-room with the eye, and very frequently see what every pupil is doing, he is liable to lose his control. Children will be playful, sometimes mischievous, and if unwatched and unchecked at first, that which begins in sport may end in open resistance. And often when a roguish urchin is plotting mischief and

beginning to calculate the chances of a frolic undetected, the consciousness of a watching eye, reading his plans, is enough to cut him short in the midst of his scheme. But if the teacher's eye, is seldom directed to certain quarters of the school-room, and if, when it turns by chance, in the direction of the scholar, it only aims at vacancy, and has no definite expression in it of attention to what is going on, the pupil feels secure that he may "carry on" without molestation. Yet some teachers who complain that they have scholars who are mischievous, will deliberately choose a position where they cannot see many of the pupils—perhaps turn the back to the whole school and plunge into the depths of a problem, while all the pupils hold high carnival around them, and soon come to regard it of no consequence whether or not the teacher sees them.

Nor must the teacher be unmindful of the influence which the expression of the eye has upon the character of the school. If the mischievous urchin sees that the teacher is amused by a comical prank he will study to do something ludicrous, knowing that thus he will gain a half sympathy and escape any serious consequences. So if anger be quickly manifested in the eye, there are always children who delight in seeing a teacher in a passion, and delight in rousing the evil feeling. A teacher is daily read by his pupils more thoroughly than any of his books are read, and needs to be on his guard that they read nothing in him to lead them astray.

Perhaps nothing will better serve a teacher in governing, than a firm resolve to govern. Enter the school-room with the mind fully made up to be obeyed and the scholars will soon find it out. It is not necessary to tell the school that you will be obeyed, they will find that out for themselves. Let obedience and good order come first, and other good things will be likely to follow. And in some schools, if a teacher does nothing for half the term, except to enforce obedience, he does a good work and earns his money well. When the school fully understand that the recitations will not go on without good order, that all school work will be suspended till this is secured, they will generally try to be orderly. Many teachers fail from faint-heartedness and irresolution.—*N. H. Journal of Education.*

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### A WORD TO YOUNG TEACHERS.

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While many expend vast amounts of time and thought in perfecting the plan of our Union Schools, and our best educators devote all their energies to the working out of its details, it has seemed that our country schools have been somewhat overlooked, and that the young teachers of them have not received that sympathy and counsel which is needful under the peculiar trials they have to encounter. With but a dozen little ones around them, their difficulty is to find enough to occupy their time; and the hours pass by with a slow and weary step. Perhaps a word from one who has tried it, and therefore knows, may not be inapplicable.

The time is not so long ago that we can not remember when we too



aspired to the honorable distinction of schoolma'am in a country school. The house was situated, like many others, where four roads meet; and the nearest approach to a tree was across a ten-acre lot; and all day long the melting summer sun came down upon the low roof, and through the curtainless windows, in one fierce blaze of light and heat.

Well do we remember the first few tedious weeks of that summer school, before we had learned *how* to "keep" it. There were but thirteen pupils—all told; and it was a daily problem—most difficult of solution, too—how to keep busy from nine o'clock until twelve, and from one until four; for it was an unpardonable offense to close the exercises a moment before the time.

And so our principal business was to devise ways for keeping busy. But still, lengthen out the recitations as we would, they obstinately refused to fit into the allotted time; there would always be a gap between the last one and four o'clock. It seemed as if the sun went back daily upon the dial-plate at least fifteen degrees.

And if by chance a pupil stayed away some day—that pupil composing, as he often did, a whole class—then was the perplexity doubly increased. Oh, how anxiously have we stood at each of the four windows looking down each of the four roads, watching for the coming of the little ones, or listening for the patter of their little feet upon the threshold!

But at last we learned a secret that there *was* pleasant and profitable employment for every moment of the day. And shall we tell you the secret, young friends?

In the first place, make your school room as *attractive* as possible. If your windows have no curtains, garnish them as often as twice a week with fresh green boughs. Mention it to your pupils once, and you will see with what alacrity your boys will cross even the ten-acre lot to bring them for you; and you will see, too, how much better the same boys will study sitting beneath their friendly shade, than with the hot sun pouring its rays upon their defenseless heads.

And do not chide them if they occasionally look up from their books, and cast a glance to where the sun, shining through the green leaves, has paved the floor with curiously wrought mosaics. They love to look upon beauty as well as you, and such a glance refreshes them.

Then, if you have no vase, bring a pitcher to put flowers in. If it be minus the handle, and with a broken nose, never mind. A skillful arranging of the flowers will conceal these defects, and you will see with what pride and pleasure the little girls will keep it filled for you, how they will look up from their lessons to catch a sight of the flowers *they* put in, and how, refreshed with the bright colors and beautiful forms, they will go to their studying with a new zest. And if one little fellow, with a more loving heart than discriminating taste, should bring you his chubby hands full of stemless dandelions, accept the gift with as pleasant a smile, and as hearty a "Thank you, Charley," as if they were moss-rose buds; and do not disdain to place them in your broken pitcher, although they should hide some more ambitious flower. Place them, too, where Charley can see them, and some of the sunshine from the golden petals will enter into his soul and beam out upon his face, and you will find that b-a ba, k-e-r ker, is

mastered with much less difficulty than you had thought possible.

When the recitation in Geography comes on, take imaginary travels with your class upon the map. Stop at every point of interest upon the way, bring out their slender stock of historical and local knowledge, and draw pretty largely upon your own. The eager faces and concentrated attention will tell you that pleasure is being combined with profit.

In Arithmetic, after the regular lesson is finished, exercise your ingenuity in proposing questions which shall have something for the result which is of practical interest to themselves; such as their own ages, the number and ages of their brothers and sisters, &c., and you will find that the Arithmetic hour has passed before you had thought it begun.

In studying the Spelling lesson, send your class to the board. Let them pick out the most difficult words, and write or print them on it. When the class comes to recite, you will find those words are not among the mis-spelled.

Do not think you must confine your teaching to the branches you *profess* to teach. *Informal* teaching is often the most effectual. If a butterfly or a bee flutters in and alights upon your nosegay, call the children around it—teach them to admire its many colored wings, or the wonderful provision made for extracting and carrying honey—show them the uses of the various parts, and their adaptation to each other, tell them some story of the butterfly or the bee, and it will ever after have a new interest for them.

Take the little flowers in your hand—tell them the names and uses of the different parts—(children love to learn the names of beautiful things)—bid them find out and tell you the points of resemblance or of difference between any two—and, before you are aware, you will have a school of little naturalists, if not as scientific, at least as enthusiastic, as were ever Linnæus, or Audubon, or Agassiz.

And, more than all, you will find that not only your own time and theirs has been fully occupied, and that four o'clock, instead of lagging half an hour behind your wishes, comes a full hour too soon, but that you have also associated in the minds of your little ones the idea of study and pleasure, and you have implanted within them the germs of those close habits of observation and nice powers of discrimination, which shall be worth more to them than all the facts they have acquired.

Think not, then, your station an insignificant one, though not a dozen little ones come around you daily for instruction. By coming into such close contact with them, your power over them for good is immeasurably greater than that of those who have hundreds under their charge, and consequently must have but an imperfect knowledge of the needs and capacities of each individual. Only do your work faithfully and well, and yours will be a bright enough crown of rejoicing at the last.—*Mich. Jour. of Education.*



## THE SCHOOL ROOM AND ITS SUCCESS.

Next to Home, the School Room is the most interesting spot on earth. Here are gathered from day to day the representative minds of an entire community, shading off from the strongest masculine to the most shrinking, sensitive, timid feminine. The teacher, as he stands at his desk, sees open before him a volume such as human pen never produced, and that demands the profoundest study. Each pupil's mind is a page that bears the record of facts, or sentiments, or moral qualities, peculiar in kind, revealing idiosyncracies important to be understood. In one, he reads stolid indifference to the objects of the place; in another, a defiant antagonistic nature; in a third, geniality and docility of spirit; in a fourth, strong desire for knowledge united to feeble powers of acquisition; and in a fifth, capacity equal to desire, and desire full and active. Indeed, as he studies carefully these facts, sentiments and moral qualities, he finds himself becoming more deeply impressed with the vastness of the field of investigation upon which he has entered, and increasingly interested in the mental phenomena that are constantly brought to view.

The teacher's position is peculiar. He sees what few others see. He feels what few others feel. In his hand are every day held invisible threads that connect the School Room with each hearth-stone in the district, and these reveal to him the electrical condition of the home atmosphere. How he is affected by that atmosphere, he understands better than can be described.

Teachers deserve great consideration, both because of their personal worth and because of the importance of their office. From six to fifteen years of age, pupils spend more hours in personal intimacy with them, than they do with their parents. Probably an experienced teacher, in a single term, obtains a more complete understanding of the nature and tendencies of a boy or girl than is had by the parents, for the reason that parental partiality often distorts the vision, if it does not wholly obscure it; or the child taking advantage of unsuspecting minds, adroitly conceals traits that discovered would justly excite apprehension.

These considerations should weigh with both parents and teachers. They should impress the former with the vital importance, nay, the moral obligation, of preserving a kind, coöperative relation to the latter; and the latter with a becoming sense of the great responsibility they assume, when, taking charge of a school, they enter upon the duties of their office. As the teacher crosses the threshold of the school edifice, and stands amidst the scenes of his future labors, he should ask himself, what are these youth to become? What is the influence with which I am to permeate their natures? What can I do to impress upon them an image, and write upon them a superscription, that I shall rejoice to behold when teacher and taught meet at the final award?

The anxieties of a conscientious teacher at the opening, and in the progress of his professional career, are fully appreciated. The difficulties in the way of success are duly estimated. In the remarks

which follow, indicating some of the grounds of success, no attempt will be made to develop new plans. In education as in legislation, there has been quite enough of experimenting already. If old thought is stirred anew, and old well-tried methods receive new confirmation, the writer's object will be attained.

To accomplish best the teacher's aim, as indicated in a preceding paragraph, it will be needful for him, first, to become familiar with the capacity of each pupil's intellectual eccentricities and mental disabilities. Some children are slow, while others are quick to learn. One will commit to memory a lesson almost as rapidly as the eye passes over the page. Another, with great difficulty and persistent pains-taking reaches a similar result; while still others, through constitutional deficiencies, can never rise above a level lower than many of their own age. With these peculiarities the teacher should make himself acquainted so that in classing his pupils, he may be governed by their capacities and actual attainments, rather than (as is sometimes the case,) by size and age. In tasking, too, careful regard should be had to these peculiarities. A boy or girl tasked beyond his or her ability will be sure to fail. The disappointment of the teacher, and the mortification of the pupil in such a case, may be the least evil to be apprehended. In pushing the brain to exhaustion, there is danger of permanent injury. Instances are not rare, in which children have been so overtaken, as not only to create a distaste for study and a positive hatred of the school room, but have suffered a derangement of the nervous system requiring a protracted course of medical treatment to overcome.

Then, again, in that vexatious and often perplexing matter of discipline, it is no less needful to study the temperaments of pupils. Discipline, to ensure its intended results, must be adapted to the offence and to the disposition of its subject. Hence it will vary. Some children can be governed by a look; others, by a word; while still others can be held in subordination only through apprehension of the Solomonian process. It is not wise to resort to extreme measures first; nor is it judicious to promulgate in detail many prohibitory rules. It is better to state only a few fundamental principles, and let the pupil think out and apply the details. A teacher who frequently threatens, will be likely to lose power. It will be found as a general rule, better to talk less and do more.

If a teacher has a "hard case," he may often subdue the refractory spirit, by selecting that boy or girl to perform some personal service. Nothing affects the mind like an expression of confidence, and instances are known in which the most reckless pupil in a school has become one of the most docile, simply by the teacher's explaining to him in private the difficulty he had in preserving the order of the room, and asking his co-operation. If a pupil prove of the refractory sort who will yield to no discipline short of the rod, though the law allows it, it will be better before proceeding to such an extreme, to seek an interview with his parents, and ask their co-operation—thus throwing upon them a just share of responsibility, and forestalling a plausible ground of complaint of unnecessary severity. Such a course will sel-



dom fail to win parental sympathy, and secure an aid that will render resort to the "strong arm of the law" unnecessary.

Many things daily occur in the school seriously affecting its morals, but not yet calling for the measure last referred to. As all teachers know, there is a predisposition in many pupils to communicate by whispering, signs or looks, unfavorable alike to good order and progress in study. There is also a propensity, where ambition is in alliance with idleness, to copy lessons, and thus make an unreal show of attainments. These hindrances may be removed, not so much by set rules that threaten public exposure and corporal punishment, as by the vigilant eye, the intelligent expression, and the unseen but potent influence of the teacher. Understanding the temper and spirit of his pupils, he will most effectually accomplish his purpose by managing each as experience suggests. The word "managing" is here used in its best acceptation, and is meant to imply resorting to such methods of reform as shall neither attract the gaze of the school, nor excite in the offender a spirit of anger and bold resistance. Sarcasm should seldom, if ever, be employed in the school room. It is a double-edged weapon, and may harm the teacher no less than the pupil. To raise a smile or a broad laugh at the expense of a dull scholar or a thoughtless culprit, wears the semblance of cruelty, and diminishes respect for the teacher on the part of those most amused; while to its sensitive subject the experiment may prove fatal. "A wounded spirit who can bear?" It is said of Mr. Jefferson that he possessed the art of governing his Cabinet without appearing to govern—an art that teachers may profitably study. In all that pertains to the school room, the wisdom of the serpent and the harmlessness of the dove should blend, and find their perfect expression.

But in addition to these points, it is needful to the success of a teacher, that he infuse into his work a strong moral element. Without assuming the functions of the pulpit, he may and should be, in precept and example, a consistent preacher of righteousness. The school room and the play ground will furnish an ample supply of topics, and by judiciously improving his opportunities for counsel and moral instruction, he will not only inspire his pupils to higher aims, but in planting in their hearts the seeds of virtue and moral integrity at the same time he is developing their intellectual powers, he will send the best influences of the school room to each fireside, and render his professional life, a public blessing.

In the brief space allowed, it is impossible to multiply or illustrate the general statements of this article. And in conclusion it may be sufficient to add, that the sentiments expressed are alike applicable to teachers of both sexes.—*R. I. Schoolmaster.*

## THE BROKEN ARM.

It was a bright afternoon in the month of December that a company of little boys were assembled in front of the school-house in the village of ——. The cold north wind, with its frosty breath, gave a bright color to their cheeks, while their little hands were thrust far down in their pockets to keep them from the icy grasp of "old Jack Frost." They were intent upon something, judging from the eager whisperings amongst them, and the frequent glancing of their eyes toward the ice-bound creek which lay at a short distance from them.

At last one of the boys, who seemed older than the rest, and was generally the leader in their sports, remarked—

"We will have royal fun to-night; the creek is frozen very hard, and as I came along I saw several men skating. Charlie, do you think you will be able to join us?"

These words were addressed to a noble looking boy about twelve years of age, son of the minister in that place.

"I do not know," answered Charlie; "Father does not allow me to be out at night; I am afraid he will not let me go."

"O! I do hope he will," said John Lawson. "Suppose you don't ask him, Charlie; I would not if I thought there was any danger of his saying no."

"What would you do?" asked Charlie, looking at him in surprise.

"Do? why go without permission. Indeed, Charlie, you never get any liberty, and just think what you will miss if you are not along to-night."

Charlie started as these words fell upon his ear; he had never been guilty of a direct act of disobedience, and the very thought of such a thing seemed at first repugnant to his nature. Ah! Charlie, if you had only left the little boys then; if you had only hearkened to the teachings of the Scripture; learned that very morning, "My son, if sinners entice thee, consent thou not," what sorrow and suffering thou would have escaped! He was silent for a few moments, and then said—

"I would like to go with you to-night, John; but I do not think I can disobey my father; if I were to go without his knowledge he would be very much displeased."

"Well," said John, "do as you please; but I know if I were in your place I would not miss the skating party; I would run the risk of his displeasure."

At this moment the bell rung, and the boys hastened to the school-room. All afternoon little Charlie Morris was thinking about the pleasure the boys would have that evening, and how much he would enjoy being with them. The desire to go grew stronger and stronger the more he thought about it. The remark of John Lawson, "You never get any liberty, I would go without permission," occurred to him again and again. Insensibly he allowed thoughts injurious to his father to gain entrance into his mind; he began to think it unkind in him to keep him at home so closely when other little boys were allowed to run about and enjoy themselves. Before school was dismissed he had almost



made up his mind to accompany the boys at all hazards. When they assembled in the yard, he remained with them. John Lawson noticed his staying, and was delighted to see it, as Charlie was a great favorite, not only with him, but with all his playmates, on account of his kind and obliging disposition.

"Well, Charlie," said John, in a persuasive tone, "have you made up your mind to join us. I want you along to-night; I always enjoy myself a great deal more when I have you with me."

Charlie was just going to answer, when David Wallace joined the group; he knew the skating party was on foot, and he determined to prevent his little friend from going if he could; laying his hand on his shoulder, he said—

"Come, Charlie, let us go home; take my advice and do not go with the boys this evening; you know your father has forbidden you to be out at night, and it will grieve him very much if you disobey."

"Dave Wallace," said John Lawson angrily, "nobody asked you to interfere with our plans. Just let Charlie alone; because you dare not disobey your mother, is no reason you should keep Charlie Morris from enjoying himself. I suppose you would not skate this winter if mother said no?"

This rude speech called forth a shout of laughter from the boys. The eyes of David flashed, and an angry retort rose to his lips, but recollecting that he professed to serve Him who, when he was reviled, reviled not again, he choked back his rising feelings, and said in a mild voice:

"I do not want to interfere with your plans, John; I only want to persuade Charlie not to do what he knows his father does not allow. Come, Charlie," he said, turning to him, "come, go home with me."

"Don't do it!" cried all the boys.

Charlie hesitated; the eyes of David, who had always been his friend, and whom he dearly loved, were fixed upon his face; he knew he was right; his father would be sadly grieved if he went.

David saw his hesitation, and again said—

"Come, Charlie, *do* come with me."

Just as the remark was made the thought occurred, "O! what fun the boys will have!" His decision was made.

"O! Dave," he said, "I cannot. I must go with the boys to-night, no matter what the consequences are. I cannot resist."

Without saying another word, David turned and walked away. Charles followed him with his eyes, and for a moment wished he was with him; but the boys commenced talking about their anticipated pleasure, and soon all thought save that of enjoyment was forgotten. After a little while they separated to go to their several homes until after dark. When Charlie reached the parsonage he found tea almost ready; his father soon came in, and the family gathered around the table. All seemed to enjoy that evening meeting—all save Charlie, who was wondering how he should escape the vigilance of his father, and join the boys at the appointed time. It seemed to him the meal was protracted much beyond its usual length; he could scarce prevent his impatience from being noticed. At length Mr. Morris rose from the table. As he was leaving the room he said to his wife, "I am going to see two or three sick members of the church, and shall not be

at home until late," Charlie's heart beat with delight as he heard these words of his father. He congratulated himself that he would be at home and in bed long before his father's return. Ah! what short-sighted mortals we are! When his mother left the room with the younger children, Charlie, having previously laid his skates in a convenient place, secured them, and going out of the house the back way, was soon at the place of meeting. He found the boys all assembled, and together they proceeded to the creek. It was a lovely night. The moon rode high in the heavens, and shed her clear, cold beams on every surrounding object; the snow glistened in her light, and the creek looked smooth and clear as glass.

"O! we shall have royal sport," said John Lawson, as he fastened on his skates; "Charlie, ain't you glad you came?"

"Yes, I am," said Charlie, "although, after I went home, I was almost sorry I had promised to come."

"Ready, boys," said John, "here we go." Away they all went, across the creek, then back, now here, now there; the excitement amongst them soon ran high, and their wild, glad shout rang out frequently on the still night air. After some time one of the boys proposed returning home.

"Let us skate across and back once more," said John Lawson, "and then we will go."

Just as they started, Charlie's skate became in some way entangled; he tried to loosen it, could not succeed, and, losing his balance, down he fell. His cry of pain soon brought the boys around him. The question, "What is the matter, Charlie?" went anxiously from mouth to mouth.

"I believe my arm is broken, do help me up," said Charlie. Sympathy is quickly aroused in the heart of a child, and these words of Charlie's excited the kindest feelings of the little group around him; tenderly they assisted him to rise, and carefully supported him to the bank of the creek. Quickly removing his and their skates, they prepared to take him home. Poor little Charlie could not suppress his groans, the pain in his arm was very great, and his conscience was reproaching him for his disobedience to such a degree that his bodily pain was sometimes almost forgotten in the stings of the monitor within. "O!" he said, leaning his head upon John Lawson's shoulder, who was supporting him, "if I had only followed Davie's advice, this would not have happened."

"I am very sorry I urged your coming," said John, in a subdued voice, "I never thought of an accident."

By this time the boys had gained the principal street of the town; as they neared Dr. Wilson's office, Charlie said, "I had better go in and let the Doctor examine my arm, and see if it is really broken." John agreed, and together they entered the office. David Wallace was the first person Charlie saw on entering. David was surprised to see them, but came instantly forward, as Charlie's pale face told him something was the matter.

"O, Davie," said Charlie, while his eyes filled with tears and a blush



of shame tinged for a moment his pale cheek, "if I had only done as you advised, I would not be here now."

He then told him all that had occurred. David was very sorry; he went immediately and called Dr. Wilson, who was in the next room preparing some medicine for his (David's) mother. The Doctor came right away—he examined the arm, and told Charlie it was broken just below the elbow. He said he would set it at once.

Charlie suffered a great deal during the operation—two or three times he screamed aloud, for although he was a brave boy, he could not refrain giving expression to the pain he endured. When Charlie felt able to walk, David accompanied him home. Charlie said but little as they walked along—he felt too sad to talk. When he could forget his pain, he thought of the grief his father and mother would feel, not only that he had broken his arm, but that he had committed such a great sin in the sight of God. When they reached the parsonage they found Mrs. Morris in the parlor; she was reading, but looked up with an anxious expression as they entered. She turned pale when she saw Charlie, who, to her tender inquiry, "What is the matter?" as she came forward to meet him, could make no reply—his heart was too full to allow him to speak.

David told her all that had occurred and then left, as he said his mother would be uneasy at his long absence, and he must hurry home and tell her what had detained him.

Mrs. Morris talked to her son for a few minutes after the departure of his little friend. She pointed out the grievous nature of the sin he had committed, told him he had broken the command, "Honor thy father and thy mother," and that God was very much displeased with him; but finding that he was very nervous on account of all he had endured, she deferred the improvement of the punishment sent upon him for his sin to a future day, and taking a light, she accompanied him to his room.

When little Charlie knelt in prayer, his supplications for pardon were fervent. He prayed earnestly for forgiveness, and for grace to resist future temptations. He felt calmer when he rose from his knees, and as he pressed his good night's kiss upon his mother's cheek, he murmured, "God enabling me, mother, I never will disobey you or father again."

Mrs. Morris kissed him tenderly as she said: "I am glad to hear you say so, my son. Relying upon God, you will be enabled to resist temptation; but if you trust in yourself, or in the strength of your own resolutions, the tempter will be sure to conquer you. If, however, you resist him in God's strength, he will flee from you."

Mrs. Morris then administered an anodyne sent by Dr. Wilson, and taking her seat by the bed, she sung in a low sweet voice, to her suffering child, the hymns which had lulled him to rest in infancy. "Tired nature's sweet restorer" soon weighed his eyelids down, and for a while all suffering was forgotten. His mother kissed his pale cheek, and left the room to plead with God to pardon and bless her erring child.

Several weeks passed before Charlie was again able to take his place in school. He suffered much in that time, but his sufferings were blessed to him. Love to God and obedience to his parents characterized

all his after life. When tempted to sin, he sought strength where alone it could be found—at the foot of the cross. He forsook the paths of sin, and walked with willing feet in “wisdom’s ways.” He found “her ways pleasantness, and her paths peace.”

I hope my little readers will imitate his example, and when tempted to do wrong will go as he did, to that dear Saviour who has said, “Ask, and ye shall receive ;” and he will give you grace to resist and conquer all temptation. Jesus has said, “I love them that love me, and those that seek me early shall find me.” Come to him, then, my dear children, while you are yet in the morning of life and in the fresh dew of your early youth. He is waiting and willing to receive you. Give him your hearts now, and he will guide and guard you through all time, and finally receive you to himself in glory, where you will be for ever singing praises to God and to the Lamb.

AUNT ELLEN.

### A LIST OF WONDERS.

Among the thousands of marvelous inventions which American genius has produced, within the last few years, are the following, compiled in an abstract from the Patent Office report :

The report explains the principle of the celebrated Hobb’s Lock. Its “unpickability” depends upon a secondary or false set of tumblers, which prevents instruments used in picking from reaching the real ones. Moreover, the lock is powder proof, and may be loaded through the key-hole and fired off till the burglar is tired of his fruitless work, or fears that the explosions will bring to view his experiments more witnesses than he desires.

Doors and Shutters have been patented that can not be broken through with either pick or sledge hammer. The burglar’s “occupation’s gone.”

A Harpoon is described which makes the whale kill himself. The more he pulls the line, the deeper goes the harpoon.

An Ice-making Machine has been patented, which is worked by a steam-engine. In an experimental trial, it froze several bottles of sherry, and produced blocks of ice the size of a cubic foot when the thermometer was up to eighty degrees. It is calculated that for every ton of coal put into the furnace, it will make a ton of ice.

From Dr. Hale’s (Examiner) report, we gather some idea of the value of patents. A man who had made a slight improvement in Straw Cutters, took a model of his machines through the Western States, and after a tour of eight months, returned with forty thousand dollars. Another man had a machine to Thresh and Clean Grain, which in fifteen months, he sold for sixty thousand dollars. These are ordinary cases—while such inventions as the Telegraph, the Planing Machine, and India Rubber patents, are worth millions each.

Examiner Lane’s report describes new electrical inventions. Among them is an Electrical Whaling Apparatus, by which the whale is lit-



erally "shocked to death." Another is an Electro-Magnetic Alarm, which rings bells and displays signals in case of fire and burglars. Another is an Electric Cloek, which wakes you up, tells you what time it is, and lights a lamp for you at any time you please.

There is a "Sound Gather," a sort of huge car-trumpet, to be placed in front of a locomotive, bringing to the engineer's ear all the noise ahead, perfectly distinct, notwithstanding the noise of the train.

There is an invention that Picks up Pins from a confused heap, turns them around with their heads up, and sticks them in papers in regular rows.

Another goes through the whole process of Cigar Making, taking in the leaves and turning out finished cigars.

One machine cuts cheese; another scours knives and forks; another rocks the cradle; and seven or eight take in washing and ironing.

There is a Parlor Chair patented that can not be tipped back on two legs, and a Railway Chair that can be tipped back in any position without any legs at all.

Another patent is for a machine that counts passengers in an omnibus and takes their fares. When a very fat gentleman gets in, it counts two and charges double.

There are a variety of Guns patented that load themselves; a Fishing Line that adjusts its own bait, and a Rat Trap that throws away the rat, and then baits itself, and stands in the corner for another.

There is a machine also, by which a man prints, instead of writes his thoughts. It is played like a piano forte. And speaking of Pianos, it is estimated that nine thousand are made every year in the United States, giving constant employment to one thousand nine hundred persons, and costing over two millions of dollars.—*Christian Times*.

## REMARKS UPON MUSCULAR DEVELOPMENT.

FROM HITCHCOCK'S ANATOMY AND PHYSIOLOGY

With the existing customs of the wealthier classes of society, and our higher seminaries of learning especially, it is hardly possible to say too much upon the necessity of physical education: not that it is best to lower the standard of intellectual culture in the least, or to dictate how those who are possessed of an abundance of wealth shall dispose of it, but simply to say that a thorough physical education is essential for a proper enjoyment and improvement of our whole nature, body, mind, and soul. The evils of a neglect of this branch of education exhibit themselves, not only in puny clergymen and lawyers, but in the meager and attenuated physiques of our mothers and sisters.

Boys, especially *when* boys, will run, jump, shout, and be in the open air in spite of any thing but the closest watch; in fact it is thought proper that boys should be ruddy in countenance and healthy, but with girls it is not so. By grossly perverted usages of society, it is considered *improper* for girls to run and jump and shout, and es-

pecially so out of doors; but while mere children even, they must act as *young ladies*, and never move except in a precise and measured manner, often as unnatural as it is injurious; and any thing that requires muscular effort, is regarded as vulgar, and of course not to be undertaken. Now, physiology tells us that just the thing which our girls and ladies stand in need of at the present day is active, vigorous muscular effort, such as walking, rowing, riding on horse-back, and calisthenic and gymnastic exercises. And let the question be suggested to parents, guardians, and in fact all interested in the prosperity or even the existence of the Anglo-Saxon race on this continent, whether the physical development of ladies shall be neglected through the idle whim of its *impropriety* (which often only generates a false modesty or prudishness,) and thus tend to a deterioration of the race which is now in fearful progress in the United States.

Without a proper exercise of the muscles in man or woman, all the other portions of the body must suffer, and if so, why, through an over sensitive, prudish caution, must woman be the unfortunate victim? The old Greeks—heathen though they were—did not neglect the development of the body in either men or women. And while they most thoroughly disciplined the intellectual powers, their “seminary of learning” was the gymnasium, where, as prominent characteristics, were the running, wrestling, and boxing exercises, and by them regarded as equally important with intellectual effort.

But though the neglect of muscular exercise is the most sadly evident in the female portion of society, yet it is not confined here. For many of our educated men are of feeble physical culture, mainly because of the cultivation of the intellect at the expense of the body. Most men in the academeical and professional schools are apt to regard study as first and foremost, and a care of the body afterwards—*if there be any time for it!* How many make it a duty—and a religious one too—to take all the time that can possibly be secured for study, and leave the exercise as a thing desirable but not essential! But we maintain that a system of education which simply crowds the mind with discipline, to the neglect of physical culture, is not only a defective, but a monstrously pernicious system. Students may bear the cramming process through the academeical, collegiate, and even professional course, but sooner or later the body will be overpowered. Nature’s laws cannot be violated without suffering the penalty at some time; and of what service can the most cultivated minds become, if the body is too feeble to use their learning? Of what beauty is the most brilliant gem without the art of the lapidary to develop and exhibit its splendor?

In how few educational institutions in our country is there any thing like a system of exercise suggested, or much more required? In how few of them does muscular development meet with any thing but discouragement?

It is true that muscular development has for too long a time among us been associated with the lower class of people, as prize-fighters, shoulder-hitters, bruisers and horse-racers, in all which cases it should meet a decided disapproval. But is this a natural tendency of physical development? Is it necessary that a well developed man must of



necessity be a brutal fighter? or that a beautiful horse must necessarily lead his master to expose him to cruel excesses to test his speed? If we do adopt the principle that physical development has such an immoral tendency, is there any culture of body or mind that we shall not be compelled to resign to the great tempter, since he can so sadly pervert every thing?

Ought not then a gymnasium or some equivalent means of physical culture, to be attached to all our educational institutions (female as well as male,) as well as models, libraries, cabinets, and apparatus? And if so, why should there not be regular trainings of the body required by instructors as well as mental exercises? And since but a small portion of the time is required for physical exercise if it be vigorous, as it will of necessity be in a gymnasium, why may not a portion of school duties each day be a half an hour of exercise in the gymnasium morning and evening? Does not every practical teacher see that at least this would relieve the necessity of a great many excuses, such as for "head-ache," "feel sick," "unable to study to-day."

There are, however, many simple gymnastic exercises which may be indulged in by everybody, boys and girls, men and women, without an outlay of any thing except a few dimes, and the use of a few yards of space anywhere on terra firma.

But much more complete exercise, and that which tends to give symmetry of form to either sex, may be obtained from the various appurtenances of the gymnasium. Here, by means of bars, ladders, ropes and similar pieces of apparatus are the best arranged contrivances, not only for a general exercise of the whole body, but for developing the most important muscles. These may be fitted up in any large and unfurnished building, since the essential requisites are a few solid timbers to give firm support to the bars and ladders, and walls mainly to protect from exposure to severity of weather.

The exercise of rowing is one which probably can not be surpassed as a means of exercise, since it not only requires a use of the muscles, but is exhilarating and recreating to the spirits; and where circumstances admit, whether as supplementary to or in place of a gymnasium, we would say by all means let both boys and men, and ladies too, indulge in the invigorating and healthful exercise of boat rowing.

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**ARTIFICIAL MARBLE.**—Many varieties of artificial marble have from time to time been invented, some of which have been applied to the useful arts; but nothing has heretofore been discovered of sufficient purity and hardness to answer the requirements of the sculptor. A practical chemist of Brussels, of the name of Changy, the original discoverer of the divisibility of the electric light, has recently discovered a process of producing liquid statuary marble, which can be molded on the plaster figure, thus taking a perfect impression of the cast at once, saving nearly all the labor of the artist and producing a figure as purely white, hard and polished, as the genuine rock itself—in fact possessing every quality of the genuine statuary marble. Having been tested by many of the eminent European chemists, it is confidently believed that this invention will eventually supercede the quarry, and thus save much of the labor heretofore attendant on the sculptor's art.

## SOME REMARKS ON INITIAL LETTERS OF WORDS.

It has often been observed that the sounds of words suggest the things or actions they name or describe. But I have not noticed that the attention of the learned world has been called to the peculiar and distinctive fact that in the English language similar ideas or classes of ideas are apt to be represented by words commencing with the same initial letter or letters.

Why is it that with one exception all our interrogative words commence with wh? The exception, *How*, is not a real exception, for it would commence with a w, if it did not end with one. But as the word *whow* would be pronounced with difficulty, the initial w was dropped, though I doubt not it was originally invented and used, for we now strongly aspirate the h; even the cockney dares to show respect to the departed partner. But h seems to be the happiest letter for a happy illustration of the office of initials. For it not only has the honor of being the initial of *Heart, Head and Hand*, and is the commencing letter of *Health*, but is equally conspicuous in *Hope, Home, House, Hearth, Husband, Housewife, Heir, Handmaid, Help, Holding, Happiness, and Heaven*; or if we join these words into a sentence it will read thus: the *healthy heart has a hope for a home*, for which it must have a *house and a hearth*, and a *husband and a housewife*, and an *heir*, and a *handmaid as a help* and a *holding to happiness here and hereafter in heaven*.

A little study will also bring out other classes of ideas expressed in a similar manner, more or less fanciful, and strained of course but having a grain of substance in them nevertheless. If we wish to speak of a worthless person, or thing that is mostly quiet, we use, *lazy, loiterer, lounge, loaffer,—late, and the like*; and is not the character of the initial r seen in the words, *round and roll and roam and roar and rant*, and many others.

With this idea in mind it will be observed as a peculiarity that the most of our prepositions begin with the two initials a and b, and as “a paragraph begins a new subject,” why, it may be asked, are words so dissimilar in their class and character classed together as they are among prepositions? Now, words which describe color, size, form, surface and composition are called adjectives, why should those which describe position, either in space or time be called prepositions. When the color, size, form, surface, position and composition of anything is described in which its entire statics are given, why should the words describing all the elements except one of the statics of a thing be called adjectives and the words describing that one be called prepositions?

For example, *whiter, larger, irregular, smoother, above, before, harder*. Five of these seven describing words are called adjectives, and two prepositions. Some idea underlies this distinction doubtless. What is it? If also we look at a list of prepositions, we shall notice that in several particulars those which describe position in time and space differ from the rest.

These ideas and their fruits have induced the idea that the Saxon tongue is perhaps more than any other the true exponent of the mind,



using the body most perfectly in accordance with the constitution of each. If so, it may account for the filibuster spirit which it exhibits, for not less than the Saxon blood it seems to have a manifest destiny to rule the world and appropriate whatever it finds that is desirable.

These ideas or perhaps fancies they may be called more properly, have interested me and may interest others, at least I have redeemed my promise to send something to the Journal, and at least show my good will to you and it; and I remain

Respectfully yours,  
T. S. LAMBERT.

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### NEATNESS AND ORDER.

Does education mean simply that mental improvement which results from the study of mathematics, languages, and the natural sciences, or do the manners have a part in it?

It would seem from what we see at some of our institutions of learning, that neatness was not thought of importance in the training of a scholar, and that order was useless in developing his mind. Seats and benches are not arrayed with any regard to regularity and order, and so-called learned Professors not only allow students to take lounging attitudes but they take such themselves, and are as careless in regard to their own tables as the scholars are allowed to be about their books and desks. Still worse, sometimes the chalk is allowed to accumulate on the black-board cleet, and thus caused to soil the clothing of any one who comes near it. Half the time boards are not supplied with any proper rubber, and the slovenly student uses the side of his hand, thus at the same time soiling himself and injuring the board by greasing it.

It seems to be perfectly abominable that such things should be done or allowed, but if the truth must be told in order to have the evil corrected, they are done and allowed in some pretty high places, and there is also such a want of attention to cleanliness of floors, that altogether the place where youth are to learn to be men, sometimes appears more like a place appropriated to rearing swine.

There can be no excuse for these things. Seats need not be of mahogany, yet they may be in place, and students may be required while using them to preserve a student's attitude, and not take their feet from the floor to put them on adjoining seats. Floors can be kept clean by frequent sweeping and washing if need be; and by a damp cloth the dust of the chalk may be prevented from flying over the room, and cleaned off from the cleet which should always be at the bottom of a black-board to catch the falling chalk. The best rubber for a board is a common towel, moistened very slightly. It can be washed often and cleaned of its accumulations. But the piece of paper or any old rag or worn-out sheepskin so frequently seen with the black-board cannot be criticised too severely. Let not merely our teachers but professors ask if this article does not mean them, for it means many. Let them look at their broken glass, at their dirty floors, at their blackboards with

want of chalk or rubbers, and ask if they do not feel ashamed to pretend to be instructors of youth in such places with so little order and so much dirt; and if the evil, being seen and understood to be noticed, shall be corrected, the desired end will be gained by a

WELL WISHER AND OBSERVER.

### CONNECTICUT SCHOOL FUND.

It is well known that the public funds of this State go far toward sustaining its Common Schools. In conversation with a citizen of that State a short time ago, we learned the following facts concerning the sources of those funds.

1. The fund arising from the sale of lands in the Western Reserve, in Ohio, produces about \$1.35 annually to each scholar between the ages of 4 and 16. They are numbered on the 1st of January. The income is not appropriated exclusively to these, but their number fixes the ratio of distribution, and those above, or below those ages, may attend.

2. The surplus revenue fund, deposited with the towns in 1826, and the interest appropriated to schools; this produces \$20 to \$25 each year to a district.

3. A tax required to be laid by the towns not less than one cent on the dollar in the tax list. This produces \$20 to \$25 a year to each district.

4. A fund created out of money received many years ago from the State of New York, for land in dispute between the two States: and in part from an excise tax for the manufacture of ardent spirits some 40 or more years since; this also makes some \$20 to \$25 a year to each of the smaller towns.

The remainder is raised by tax on the property in the district; or upon the scholars attending school, in proportion to the time of attendance.

But a large proportion of the expense is met by the income of the funds above mentioned. The districts must keep up their schools, however, six months in the year to enable them to draw from State funds.

E.

THE ECLIPSE OF THE SUN on the 18th of July next, will be an important event in the scientific world. At the moment of obscuration the planets Venus, Mercury, Jupiter and Saturn, will appear in the vicinity of the eclipsed sun as a kind of rhomboidal figure, a phenomenon which will not appear again for many centuries. Darkness will commence in California and terminate on the shores of the Red Sea. The obscuration will not be total in this region, but it will be complete in the Southern part of the Union, in a considerable portion of Spain and in Northern Africa.—*N. Y. Teacher.*



## THE SCHOOLS IN WESTERN CAROLINA.

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Through the public advertisements we have gleaned some things in regard to the schools in the extreme West, that we design setting down. And though our observation has not extended to them all, yet we imagine the same thing is true of all.

In the first place, they are built on too unstable a foundation. Generally it is either on the pleasure of the Teacher or the agreement in feeling and interest of the patrons. This first prop is too often toppled down, when in the full tide of success and that too for dollars and cents. For whenever a good teacher has a prospect of getting a good support for his family, he will change his locality. And this is the reason that we have always had a sort of *itinerant corps* through this country. The remedy for this defect in our system is to fix the salary or pay of Teachers as high as the sum usually given to command the same order of talent in other things. For instance, if the best carpenter cannot be obtained for less than \$5.00 per day, the school teacher is worth every cent of it, if he be the best teacher. If less than \$2000 will not command the best talent of the State for our Judiciary, the best teacher is worth the same. For when the latter's duties are well done, there is less demand for the former.

The other defect,—the want of unity in feeling and interest—will perhaps never be overcome, until the millennial splendor of Christian hope shall overspread this heritage of ours. For of all things dissonant and discordant, the elements constituting the legislative and judicial functions of a village school will take the premium. But there is a partial remedy for this defect. Let the patrons be satisfied that they have the right man for teacher,—one who is identified with them in property and allegiance, and then determine that they will uphold him in his authority and by their constant or occasional attendance on the exercises of the school, show the teacher and pupils that they have a deep interest in the success of the school. This has a good effect in stimulating to study and repressing violations of good order, which, if frequent, will ruin any school.

The latter of these drawbacks to successful teaching, has most woefully impeded success at this place. And although the regulations of the Company, make it the duty of the Directors to visit the schools frequently and the welfare of the children requires a deeper interest on the part of parents, yet this session is nearly gone, and very few of our friends have encouraged us by their presence. Hence we deem neglect, an evil.—*Franklin Observer*.

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DISCOVERY OF A NEW PLANET.—It was announced by the astronomer Leverrier, about twelve months ago, that he had discovered certain perturbations in the movements of the planet Mercury, near its perihelion, which could be accounted for only by the existence of another body between that planet and the sun. As the discovery of Neptune was owing to a similar observation and calculations founded upon it, public attention began to be directed to the subject, and with an equally happy result. On the 26th of March a Dr. Lascar-

bault who resided at Orgeres near Chartres France, and had long been an attentive observer of the heavens, saw a small black round spot pass over the sun's disc; He calculates that its diameter is 310 leagues; the inclination of its orbit to the ecliptic 19 degrees; the period of its revolution round the sun 19 days, 17 hours; while its greatest apparent distance from the sun is 7 degrees, or 10,000,000 of miles, that of Mercury being 37,000,000. M. Leverrier accepts this as the planet he had detected by abstract calculations. Mr. Benjamin Scott, an Englishman, has since put in a claim of previous discovery, having observed, he says, a similar phenomenon as long ago as 1847.—*N. Y. Evening Post*.

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NOT FIT FOR BET.—On the first voyage John Randolph, of Roanoke, made to England he had with him a very large box of books, "containing enough to last him on a voyage round the world." A fellow-passenger, a highly intelligent gentleman of New York, was fortunate enough to win his favor, and he was admitted to intimate companionship. One day, while this gentleman was examining that box of books for his amusement, he observed that some of the best editions were marked as presents to a young lady, a great favorite of the eccentric statesman and orator. Taking up one of the books thus designated, a volume of old plays, he soon discovered that it was objectionable on the score of moral influence. "Surely," said he to Randolph, "you have not read these plays lately, or you would not present this book to Miss——"

Randolph hastily ran his eye over the open page, took the book and endorsed on the back of it "Not fit for Bet." Then, turning to his friend, he said with warmth, "You have done me an infinite service sir, I would not for worlds do aught to sully the purity of that girl's mind. I had forgotten those plays, sir, or they would not have found a place in my box. I abominate, as much as you do sir, that vile style of writing which is intended to lessen our abhorrence of vice and throw ridicule on virtuous conduct. You have given me the hint sir; come assist me in looking over these books, lest some other black sheep may have found its way into the flock."

May there not be "black sheep" in other collections of books, especially "gift books," as they are called? and should not every well-disposed man look well to what he buys or what he circulates?—*Messenger*.

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EARLY ADVANTAGES.—Sir Walter Scott, in a narrative of his personal history, gives the following caution to youth: If it should ever fall to the lot of youth to peruse these pages, let such readers remember that it is with the deepest regret that I recollect in manhood the opportunities of learning which I neglected in my youth; that through every part of my literary career, I have felt pinched and hampered by my own ignorance; and I would this moment give half the reputation I have had the good fortune to acquire, if by doing so I could rest the remaining part upon a sound foundation of learning and science.



## Resident Editor's Department.

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PARENTS AND TEACHERS.—It seems to be the case, too often, that the parent thinks he has done his whole duty, in regard to the education of his child, when he has sent him to school. Now, while it is an important part of the parent's duty, to see that his child enjoys the advantages of a good school, and that he is entrusted to the care of a teacher who possesses all the requisite qualifications, both mental and moral, yet this is but a small part of what the relation of parent and child requires at his hands.

Let the parents, whose children are collected in any school, show, by their hearty co-operation with the teacher, in all of his plans; by frequent visits to the school, and by every other means in their power, that they feel a real and continual interest in the progress of their children, in their *education*, mental, moral and physical, and if their teacher is worthy of the name, we venture to say that they will see such results as they have never thought possible.

And while it requires union, on the part of parents, to secure the greatest amount of good, yet let each one, where he cannot enlist others in the work, begin to do his duty. His children will see that he feels an interest in their school, that they are not forgotten, as soon as they are out of his sight, and it will awaken a new interest in their lessons. Show your child that you feel an interest in every little lesson that he learns, in every difficulty that he overcomes, and even in his schoolboy sports, and he will see pleasure and beauty, where he has hitherto seen only dull labor. Do whatever you can to make the school-room comfortable and attractive; aid the teacher in securing such apparatus as will enable him to illustrate and enliven the inanimate lessons of their books; help them to supply their play-ground with such things as will not only add to their pleasure, but help to develop their muscular strength; encourage them to keep the school grounds in good order; and instead of regarding the school-house as a sort of prison your children will soon begin to look upon it as, next to their home, the most pleasant place on earth. With a teacher of the right stamp, even one or two parents, who will go to work in a proper spirit, can soon infuse new life not only into the school, but into the whole district. Will not some of the committees, who receive the *Journal*, try it, and report the result? To perform your duty, in this respect, it is not necessary that you should yourself be qualified to

teach. It is the interest that you manifest, in what your children and your teacher are doing, that is to do good.

If the teachers of our district schools will endeavor to enlist the parents in this work, they will find that many of them are ready to aid them, and will even rejoice to see them exhibit such marks of interest in the noble work in which they are engaged. The teacher who has his heart in his work, and who can see the slightest prospect of success, will not need to be urged to make the effort.

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**WILMINGTON SCHOOL SYSTEM.**—The citizens of Wilmington have under consideration the establishment of a system of Graded Schools, such as will furnish to the youth of their Town all the advantages of a thorough elementary education, with a course of study sufficiently extended to prepare them either for entrance into college or for the practical business of life. We hope they may adopt, and carry out with becoming liberality, such a plan as will meet every want of the place. And while the cost will not be small, yet we believe that the means of a good education may be put within the reach of every boy and girl in Wilmington at an annual cost considerably less than the amount now paid, at home and abroad, for the education of, perhaps, one half of them.

We copy the following from the *Wilmington Daily Journal*, of April 19th:—

Last night, in accordance with previous notice, the Rev. C. H. Wiley, Superintendent of Common Schools for the State of North Carolina delivered an address upon the subject of Education before the members of the Wilmington Library Association and the citizens generally.

Edward D. Hall, Esq., as one of the Directors of the "Library Association," called the meeting to order and introduced Mr. Wiley, who spoke for an hour and a half to a very attentive and deeply interested audience. He referred first to the deficiency of our town in respect to Schools for the purposes of popular education; second, indicated what, in his opinion, was necessary to remedy this deficiency, and third, suggested how this remedy might be applied, or how our wants might be supplied.

We never had the pleasure of hearing Mr. Wiley before last night. His manner of speaking is warm and earnest, and he certainly has the faculty of clothing a very dry subject, treated in a purely practical manner, with a large measure of interest. His exhibit of facts gave evidence of the labor which he has bestowed upon the subject which he has under his charge as Superintendent of Common Schools—his arguments were clear and pointed, and his conclusions just and reasonable. We trust that his suggestions may be carried out, and that the feelings which were aroused last night may be kept alive, and put to vigorous work until our town shall be in the full enjoyment of an efficient system of Common Schools, teaching the masses, and teaching them thoroughly from the alphabet to the highest branches necessary for entrance into college, or into the practical business of life. But above all, as we have above remarked, letting the instruction be thorough so far as it goes.

After Mr. Wiley had concluded his address, on motion of Dr. Thomas the following resolutions were unanimously adopted:

*Resolved*, That the Chairman appoint a Committee of seven, to whom shall be referred the whole subject of the proposed system of Public Schools in connection with the town of Wilmington, and that they be hereby requested to furnish



all the facts, details and arguments bearing upon the subject, which they may deem important.

*Resolved*, That when prepared to make said report, for the purpose of hearing and receiving the same, said committee be hereby authorized to make all needful arrangements to have a Town Meeting called, and to give due notice thereof in the papers of the place.

The following gentlemen were appointed to constitute the above Committee: R. H. Cowan, Wm. G. Thomas, A. Martin, G. Potter, A. J. DeRosset, E. Murray, S. D. Wallace.

On motion of R. H. Cowan, Esq., the following resolutions were unanimously adopted by acclamation:

*Resolved*, That the thanks of the whole State of North Carolina, are eminently due to the Rev. Calvin H. Wiley for his devotion to the cause of education, and his untiring labor in behalf of her "Common Schools."

*Resolved, further*, That the special thanks of our community are hereby most gratefully tendered to him for the trouble which he has taken to be present with us this evening, and for the able, interesting and instructive address which he has delivered before us.

In spite of the threatening appearance of the weather, the attendance of both ladies and gentlemen was quite flattering.

**COMMON SCHOOL LAWS.**—As the District Committees, and some other school officers, are changed very frequently, and cannot therefore be kept supplied with copies of the *Laws*, and since the *Journal* is now sent to all the School Committees in a number of counties, we have, at the suggestion of the Chairman of one of these counties, prepared a brief statement of the duties of these and other officers, as set forth in the school laws, which we will keep as standing matter, in every number, that it may be conveniently referred to, at any time, by those who may wish to know what the law requires of them, in any particular case.

It would be greatly to the advantage of our common schools, if every district in the State could be furnished with the *Journal*; as a medium of communication with the General Superintendent, and others who are laboring for the advancement of the cause of education; and as a source from which they could derive such information as they may need, in regard to the duties imposed upon them, and the manner in which they can best discharge these duties.

**EDGEWORTH.**—We call attention to the lithograph of EDGEWORTH FEMALE SEMINARY, with which the present number of the *Journal* is ornamented, and to the advertisement to be found among our *cards*. We would be glad to insert an engraving of some one of Schools or Colleges in every number, if those who are immediately interested in making them known, will furnish us with the means of so doing; and we know of no kind of advertisement that will be likely to attract more general attention.

## BOOK TABLE.

PRACTICAL EXERCISES IN ENGLISH COMPOSITION, or the Young Composer's Guide. By W. S. Barton, A. M. Montgomery, Ala.: Pfister & White.

From the slight examination that we have been able to give this work, we are much pleased with it, and would advise those teachers, who desire to furnish their schools with a "Guide" in this important part of their education, to procure a copy of the book and examine it thoroughly.

Prof. Barton has introduced into this treatise much useful information, not generally found in books on the same subject, and often needed by those who have not acquired it during their scholastic course. Teachers should give more attention to composition than is usual in our schools; for in no other way will they be able to make the study of grammar practically useful.

ELEMENTARY ANATOMY AND PHYSIOLOGY, for Colleges, Academies, and other schools. By EDWARD HITCHCOCK, D. D., LL. D., and EDWARD HITCHCOCK, Jr., M. D. New York: Ivison, Phinney & Co.

This is a neat volume, illustrated with nearly four hundred well executed cuts, which, in many cases, give to the student much fuller and more accurate information than can possibly be conveyed in words.—The style is clear and simple, and, so far as the subject will admit, free from such technical terms as are expected to be understood only by professional men.

No branch of education can be of more general and practical importance, than that which forms the subject of this work, if treated in such a manner that all can comprehend it. As an illustration of the information to be gained from the book, we refer our readers to an extract, to be found in an other part of this No. of the *Journal*, on the subject of Muscular Development.

LECTURES ON NATURAL HISTORY: its relations to INTELLECT, TASTE, WEALTH and RELIGION. By PROF. P. A. CHADBOURNE, of Bowdoin College. New York: A. S. Barnes & Burr.

This is a handsome little book, of 160 pages, containing four Lectures, on the subjects above indicated. The subjects, interesting in themselves, are treated in an entertaining and instructive manner. We cannot refrain from extracting a few sentences, from the author's Preface.

\* \* \* "Simply to impart information, is a small part of the teacher's work. This is not to be neglected; but training the mind, so that it shall move on, a living, expanding power through life, is *education*. As the living tree gathers with its thousands of rootlets nutriment from the earth beneath, while its leaves are drawing in the gases from every breeze that moves them, to build up the fabric—so the mind must be trained to gather food from every field of thought, and change, by its vital power, to an element of strength, the mental accumulations which to many become a burden to the memory alone."

He then urges the importance of Natural History, as a study, for the sake of its *educating* power, as well as the valuable information that it furnishes.



## SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

### School Committees.

**HOW ELECTED.**—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

### Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

### Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

### Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

**OTHER OFFICERS.**—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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## LETTER TO EXAMINERS.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS OF N. C.,

May, 1860.

*To the Committees appointed to examine and pass on the qualifications of those wishing to teach Common Schools: Eighth annual Letter of instruction and suggestions.*

Gentlemen:—To a mind of generous instincts the thought of being an essential agency in a great moral system that is accomplishing permanently useful results, is full of animation and encouragement.

And when the limits of that system are commensurate with those of a large state, and its influences affect its entire intellect, and are to last through all time, every actor should and can have his reward for any amount of patient toil in the glowing emotions which the circumstances of his position continually inspire.

The highest earthly enjoyment is the consciousness of doing good, of being used by the Supreme Architect as an instrumentality in His beneficent designs; and they who are thus engaged, not only pluck the greatest amount of happiness from the passing hour, but lay up for themselves inexhaustible stores of future consolations.

They are preserving and enlarging their capacity for enjoyment, when cultivating the grace of benevolence—and they are sowing seed whose future growth and development will be a continual source of pleasing interest.

He who helps to clothe the earth with verdure, prepares scenes of beauty for his own enjoyment, while his labors react on his moral nature, causing it to blossom continually with those generous affections which renew his youth within him.

Surely, then, my friends, we who are connected with the cause of general education in North Carolina have reason to be thankful rather than to complain of the responsibilities devolved upon us.

We were placed to labor in a field grown up with weeds and briars, and encumbered with heavy obstructions; but whether we labored or stood idle we all had to suffer from this moral waste. Nothing was to be gained, and every thing to be risked by leaving this wilderness to



itself—for it was our home, our habitation, while its noxious productions mingled with our food, and its exhalations poisoned the air we breathed.

The instincts of self-preservation as well as every impulse of manly pride prompted to exertion; and not only so, but we had the consolation of knowing that we were preparing a generous soil for seeds of immortal vitality and vigor. And now, after a few years of labor, we can look abroad and behold in all directions, the pleasing result of our toils and labors, our pleasure enhanced by the fact that we can see a marked and increasing effect produced by every single blow that has been struck. Patches of living green now dot the landscape over all its wide extent; and this home of our birth or choice, our dear old North Carolina, is at last all blossoming with unfolding mind. And is it not a most grateful reflection that the world will be fairer and brighter for our having lived upon it—and that when we pass from it our home and our memory will be kept alive not by monumental brass or marble, standing silent and desolate in the solitary scenes ravaged by our passions, but by the verdure and blossoms that shall fringe with eternal beauty the places where our spirits breathed a loving and life-giving power?

Let us then go forward to our tasks with hopes still brightening and energies ever increasing, remembering that our difficulties diminish and our power accumulates by every blow we strike.

And let me remind you, especially, gentlemen, that in all enterprises like that in which we are engaged there is a certain stage of progress when the reverse of the above proposition appears, on a superficial view, to be true—and when obstructions seem to grow in number and importance only because we are the better able to survey the field of labor. At first we were too ignorant even to know our wants; but with increasing light the difficulties that surround us do not increase, but only become more apparent.

The Common School system of North Carolina has now arrived at this critical point in its career; it has furnished us with light sufficient to enable us to comprehend our imperfections, and to fill us with desires for better things.

It is very important that we do not mistake these symptoms—and we will prove ourselves to be miserable quacks if we suppose this restless animation indicates a more diseased condition of our patient.

The public mind was long overcome with stupor—and in consequence of the stimulus imparted by our system of Common Schools, it has recovered sufficient health and strength to make it very impatient for more.

If then, like a patient once prostrated by disease and just beginning, after a careful treatment, to regain his vital forces, the old regimen is abandoned, and every wayward appetite is gratified by unrestricted indulgence, we may anticipate a dangerous relapse.

It is the Common School System that has caused such a general upheaving in our State; and let us then cherish and nourish it with continued and assiduous care, well knowing that it needs such nursing care, and that while it flourishes all our higher schools will be able to take care of themselves.

And while we can now better than at any former time estimate its wants, let us not forget that we are indebted to it for this very ability, and thus we will be enabled to understand the important fact that the remedy for these wants must be looked for in the system itself.

This is a great truth—and it furnishes the key to the whole course of action of all its officers.

The chief apparent disadvantage of the system now is that it is a *horizontal one*, furnishing but one grade of education for all.

Formerly, we did not need any other system, our great want being a means of furnishing an elementary education to the entire masses of the people.

This was a mighty need which nothing, for nearly a century, seemed able to supply; but our Common School System, in less than a fifth of that time, has accomplished this great and most useful task. This first and chief necessity being overcome, we now want schools that will enable all classes to obtain such a practical or business education as they may desire; and here we are in danger of committing a grievous error. If we had remained without Common Schools, we never would have needed a general system of graded schools, all kinds of education remaining at a very low point. But by furnishing the elements of knowledge to all, a great many naturally want more light; and, therefore, if we would have graded schools to suit all, we must build on the Common School System, and never for a moment think of abolishing it. *To abolish it is to take away all foundation for graded schools, or for any other general system.*

It has now laid a broad and durable basis for graded schools; and let us build all our hopes of improvement on this.

But notwithstanding the wants, in many communities, perhaps the time has not yet arrived for a general system of graded schools, to be established by law, all over the State; and this lays on you, gentlemen of the Examining Committee, a great, delicate and useful responsibility.

1. The first and chief point then to which I would direct your attention in this letter is this, *to wit*:—To keep before you the fact that graded schools are becoming more and more necessary to supply the primary educational wants of the community.

This consideration shows the propriety of one of my earliest recommendations, which was to license teachers of different degrees of qualification; and while it will induce you to respect the wants of the more ignorant communities, it will also cause you to make exertions to provide for those neighborhoods where the people wish their children instructed in a wider range of English studies. But in every community there will be children of different degrees of advancement, and of various ages—while in a county system of schools it will always be difficult to have several distinct schools in the same district, with the pupils divided among them according to their scholarship, and taught by teachers with qualifications suited to their wants.

We know that it is hard, even in the same school, to classify the pupils according to their progress and capacity; and if there were no other difficulty in the way, the pride, vanity and partiality of parents interpose almost insuperable barriers.

To prepare the  
way for graded  
Schools.



Under such influences, or from ignorance, many parents insist on having their children placed in classes where their want of proficiency or of capacity prevents them from being benefitted themselves, and causes them to be a clog to others; and if there were to be distinct schools instead of classes for the instruction of scholars of different grades, pupils of all degrees of qualification and capacity would often still be mingled together, or else there would be excited a commotion dangerous to the whole system of schools. Therefore, until the popular mind is better prepared for such things, it would be unprofitable and very troublesome to undertake, generally, to establish graded schools; and still there are increasing wants which point to such a system as a coming necessity. And not only so, but these wants are now demanding attention; and this brings me to a consideration which I wish earnestly to press on your attention.

1. *A thoroughly qualified teacher, in any district, is a tolerably good substitute for graded schools; and hence every class is interested in good teachers, while poor scholarship is demanded only by the prejudice of one class and not by the necessities of any.*

Substitute for  
graded schools;  
teachers qualified  
to instruct in  
all branches of  
a good practical  
education.

When such prejudices are honest and the result of ignorance, it is both just and prudent to deal with them with kindness and patience; and as there is also a deficiency of teachers, this furnishes an additional reason for granting certificates to some who can teach only the primary branches. It is infinitely better to have children taught simply to read, than not to have them taught at all; and hence, in those counties where there is a deficiency in the supply of teachers, and where there are communities desiring teachers of moderate qualifications, it is proper to license such to a limited extent.

*But in every county where it is possible to have as many well-qualified teachers as there are schools, grant no certificates to any other class, unless it be to females who will teach summer schools composed of the smaller children.* There is a sound propriety in licensing as many females as possible; for while these latter will not attempt to deceive the public as to their qualifications, and will generally do more thoroughly than males what they undertake to do, they are more likely to improve, they constitute so many advocates of summer schools, and thus aid in practically establishing a graded system.

But with an over-supply of male teachers of various degrees of proficiency, there is no security against the employment of the most indifferent, to the exclusion of others; and in such cases the more advanced children are thrown out of school.

On the other hand, a well qualified teacher can instruct in the primary branches as well or better than one of less education; and when such a one is employed all classes are benefitted.

And then, permit me to add that I do not include in the qualifications of teachers of Common Schools ability to teach any other than the English language; for while, as I understand it, the Law excludes all other than English studies from the Common Schools, there is a substantial reason why this should be the case.

There will be but few children in any district, who will ever desire instruction in any dead, or foreign language; and wherever these are

taught, however small the proportion of the school thus instructed, it will necessarily engross the larger part of the teacher's time and attention.

But all the ordinary, practical studies in any given language have an intimate connection with and dependence on each other; and there can be no reasonable fear that a teacher really qualified to instruct in a wide range of these will necessarily neglect the primary branches. If the proportion of children engaged with the higher studies is large, there may not be sufficient opportunity for attending carefully to the wants of the smaller pupils; but in such cases it will be less of a burden to devote the greater portion of the public fund to the employment of a thorough teacher, and have a summer school, taught by a female, and partly made up by subscription, for the primary classes, than to use the public money for the exclusive benefit of these latter and arrest the education of the more advanced, or compel them to incur the expense of boarding out.

Then, wherever you can do so without diminishing the number of teachers below that of the districts, license none but those well qualified to teach *Spelling, Reading, Writing, Arithmetic, Geography and Grammar*; but be careful not to try to limit the number of those so qualified.

Competition, among good teachers, will do good instead of harm.

Encourage females to engage in teaching and if possible have enough to teach a summer school in each district. 3. *The above remarks apply to male teachers; but for obvious reasons I would urge you to grant certificates to all females of proper moral character, and who are qualified to teach Spelling, Reading, Writing and Arithmetic.*

These will never depreciate the Cause of good education; and in the very nature of things, they will not be likely to thrust themselves on Schools which they cannot teach. The effect of an increase in their numbers will be to stimulate the males to such proficiency as to insure for them the schools where higher qualifications are needed, and to fill the community with the most efficient advocates of much needed summer schools for the smaller children, and of which females are incomparably the best teachers.

Permit me, Gentlemen, to urge the above points upon your most careful consideration, and to ask you to keep them constantly in view, and as far as practicable, to reduce them to practice.

There are a number of other matters of which I have treated in former communications, that might be profitably discussed again, but for the length of this letter, and the fear of distracting your attention by too many suggestions.

But as some of you are, perhaps, now serving for the first time, and as I take it for granted that you will put this communication by you for constant reference during your term of service, I will, at the risk of being tedious, repeat and respectfully, and earnestly press on your attention some of these suggestions.

Manner of delivering Certificates. 4. Make it a rule to grant no new certificates until the old ones are returned; and when you thus exchange certificates read aloud, for the information of all, the numbers on the old and on the new certificates.



Manner of conducting examinations.

5. Let all applicants be examined in the presence of the whole committee, and of all other applicants, except in cases where persons cannot attend the examinations. In such cases, and in such only, one of your members may be deputed to act for all.

Have an annual Lecture delivered before the Teachers.

6. At a stated time once a year, say at your last examination, or whenever there are likely to be the most applicants, have a public address delivered, by some competent person, to the teachers of the county, and let the public be invited to attend. *Make this a rule, and let it be adhered to, whatever the number who attend on the occasion.*

Invite the public to witness the delivery of the certificates.

7. Let your examinations be conducted only in the presence of the Committee, the applicants for license, and such judicious persons as may be invited to attend; but deliver the Certificates with doors open, with a distinct understanding with the public that they are invited to be present on this occasion.

Keep a list of teachers licensed and call the roll at the Annual Lectures.

8. It might be well to have the Lecture or Address to the teachers at the last meeting, for examination, during the year; and to make it a rule to call publicly the names of all licensed during the year, marking the absentees, and calling on them for reasons for their absence, when they next come up to be examined. This would be a simple and easy method of securing attendance, causing very little trouble to the Committee, and acting as a powerful stimulus to teachers.

Text-books.

9. *Lose no opportunity of promoting the use of the Series of North-Carolina Readers, and such other text-books as are recommended by the General Superintendent.*

N. C. Journal of Education—absolute necessity of having it circulated in all the Districts of the State.

10. *An organ for the periodical circulation of decisions, forms, regulations, laws, statistics and suggestions among all the teachers and officers of the Common Schools, is one of the very first necessities of the system; and I cannot but think the time will come when all will be surprised to think the want of such a simple and useful agency should have been tolerated for a single year.*

Gentlemen, to work efficiently, we must all work understandingly: we must aim at common ends by common means, every man knowing his place and its duties, and each subject to the public opinion of the whole.

There *must* be a vehicle of regular and sure communication between the Head of our System and all his subordinates, and between these different agencies; *and do you not yourselves see and feel the importance of such a periodical to your own usefulness?* How can you enforce general rules if you cannot bring them to the attention of all concerned? How are you, or I, or the chairmen, to reach all the District Committees with information, statistics and decisions which it is all important for them to know? How are good practices in our county, or on the part of one official agency, to be brought to the notice of others, and made the means of exciting emulation? How are valuable suggestions to be brought to the attention of all concerned? How are local errors to be brought under the influence of public opinion?

Your influence in promoting the circulation of the *N. C. Journal of Education* is very great; and Boards of County Superintendents

would, under your advice, avail themselves of the liberal provisions of the law on this subject. Will you not formally give this advice at once?

Hereafter a considerable portion of the Journal will be devoted to extracts of the law, and forms, and official papers, decisions and opinions from this office; and as its circulation is now, for the first time, mainly among teachers and officers of Common Schools, the interest of these will occupy much of its space.

As you will see by my last Report, I have begun operations to secure the erection, in each county, of a neat and economical building for the exclusive use of the Common School officers and teachers of the county.

I shall not, if spared, relax my exertions on this subject, and I hope yet to see my purposes accomplished in buildings which will be at once a material sign of the existence and importance of our Great Common School interest, and an indispensable convenience to its officers and teachers.

I cannot conclude this letter, Gentlemen, without solemnly reminding you of the infinite importance of a constant and anxious care on your part as to the personal character of those whom you endorse as fit instructors of the youth of our land.

You should permit no possible consideration to induce you to grant certificates to any who do not prove an unexceptionable moral character; nor should you receive, on this subject, testimonials upon which you cannot implicitly rely.

I am happy to say that but few complaints in regard to this matter, have been made to me; but I have had notice of some cases in which the habits of the individuals were such as to satisfy me that the committees who licensed them had been deceived.

In the name of the honor and interests of our schools, and of the peace and welfare of the whole community, I invoke your ceaseless vigilance in regard to this paramount subject; and while I would not have you to pry impertinently into the general speculative opinions of candidates, I would remind you that none who deny the Being of God, or the divine authority of the Old or New Testament are allowed to hold any civil trust under the Constitution of our State. And in this connection I may add that all who counsel resistance to the powers that be, resist the ordinance of God; and that if you will keep these plain tests in view, you cannot be accused of attempting to exercise any unjust authority over the rights of Conscience.

Thus far, it is your right and duty at all times to judge, while the difficulties of the present times enhance the importance of a wise and firm exercise of your discretion—a discretion on which depend alike the rights of individuals, desiring to teach, the interests of the schools, and the peace and welfare of the whole State.

That you may in all cases be guided by wisdom from above is the constant prayer of

Your friend and fellow-laborer,

C. H. WILEY,

*Superintendent of Common Schools for the State.*



## CRITICISING BOOKS.

"Of an interview with a noble lord, Pope gives the following account. The famous Lord Halifax was rather a pretender to taste than really possessed of it. When I had finished the first two or three books of my Illiad, that lord desired to have the pleasure of hearing them read at his house. Addison, Congreve, and Garth, were at the reading. In four or five places, lord Halifax very civilly stopped me; saying, 'I beg your pardon, Mr. Pope, but there is something in that passage which does not quite please me. Be so good as to mark the place, and consider it at your leisure—I am sure you can give it a little turn.' I went from his lordship with Dr. Garth, and mentioned to the doctor that lord Halifax had laid me under a great deal of difficulty by such loose and general observations. Garth laughed heartily at my embarrassment; said that I need not puzzle myself much about looking those places over, but to leave them just as they were; to call on lord Halifax in two or three months, and read them to him as if altered. I did so; and his lordship was extremely pleased with them; and cried out, '*ay, now they are perfectly right—nothing can be better.*'"

Some years ago, a teacher was in conversation with the conductor of an educational journal at the North. The subject of a certain school-book, then just from the press, came up. The editor read an article in favor of the book, which he had written for the next number of his publication. The teacher combatted his views, and when the journal appeared, the editor had changed his opinions, and adopted those of the teacher.

A few years since, a book of travels in the East was published. It was reviewed simultaneously in two periodicals not far apart. One reviewer commended the work and the writer for possessing certain qualities, and referred to certain parts and passages in the book for proof. The other reviewer condemned the work for the want of those same things, and referred to the same parts of the work.

In Marsti's Lectures on the English Language, p. 451, we find the following. "The exclusive right of printing a particular book is, in the hands of wealthy publishers, a means of preventing the publication of other and perhaps better books on the same subject, and thus that which ought to be an encouragement to effort is made to operate so as to discountenance the attempts of rivals in the same field. The proprietor of a book, which from its nature, as a dictionary or a school-book, is largely in demand, will supply book-sellers with his wares only on condition that they will sell no rival work. A combination between three or four large publishing houses, each having its own copy-right, may thus exclude from sale one set of books, and force another upon the market, with very little regard to the opinions of competent judges as to the merits of either. Besides this, most of the Reviews, and to some extent the newspapers, are controlled by book-publishers, and thus criticism is forestalled, and an artificial public opinion created, which not only gives currency to inferior productions and bestows upon their authors the rewards which excellence alone ought to secure, but vitiates the taste of the age, and lowers the standard of composition

by holding up as models of imitation, writings which deserve only to be pointed at as examples to be shunned."

We understand that a large publishing house at the North has the editor of a very extensive newspaper, for the reader of manuscripts offered for publication. He receives a large salary for this, and any book that he recommends they publish, and he puffs it in his paper.

## MENTAL DISCIPLINE, THE WORK OF TIME.

"Truth is the daughter of Time."

The maxim that stands at the head of this article is especially true in the pursuit of knowledge.

All who would ascend the "Hill of Science" must move slowly. They only are successful who study with patience.

Haste does only harm, as in the Kingdom of Nature, all things must pursue their natural course towards maturity, so it must be in the kingdom of letters, and they who cannot wait and study slowly, had better betake themselves to some other pursuit or abandon the expectation of being true scholars.

We, who are engaged in the duties of instruction, well know that the spirit of the age is *hurry* in all things, not only in commerce and wealth, but in mental growth.

The young, hurry to pass through the elementary books of knowledge. They read and glance over works of science in an abundance, as if reading were study, and living two or three years in a seminary or college, and mingling in a literary society, were all that was required to discipline the mind and make the thorough scholar.

Haste is perhaps the most serious defect in American scholarship. We cannot take time to do anything well. It is hurry from the beginning to the end of our mental discipline, and no where is haste so ruinous as in discipline of the mind, and in laying the foundation of a solid education.

The field I now enter upon, mental discipline, is so wide that I only propose to present a few thoughts.

I would, if in my power, lead every teacher, as he enters upon the work of giving direction to the intellect of his pupil, to feel the importance of impressing the young with the idea that their work is one for life, of continuous and faithful labor. *It requires time to form habits of study and investigation.*

The very word *habit*, implies that it is the work of time. It is repetition applied again and again patiently, and continually. The habits of investigation and study, are formed under that of continuous drill, never grudging time nor toil spent on inward self, nor feeling haste in accomplishing what, from its very nature requires time.

We might as well expect to see without "seed time," and the slow development of the blade, stalk and blossoms, the waving harvest, as that we should behold the mature habit of the scholar, without time



for the formation and development of the intellectual powers. The mind of man is a living thing. It has the highest kind of life, yes, "mind is life, and all life," it is therefore essential to it to be self-active, and to grow by repeated exertions, and long years of mental activity, every living thing that increases does so by the workings of its own life. Thus grow the plants, and every other thing that lives. They increase by the inward operations of their own peculiar life. Can it be otherwise with the mind of man? If it takes time for the animal and vegetable kingdom to advance and mature, and their maturity is that of the inward life, so must it be with the mind of man; it improves by the free exercise of its own activity engaged in reflection, comparison, inquiry, analysis, until intellectual habits are formed. The teacher should never practically overlook this fact, that time is necessary to form habits of study, and impressed with this idea, let him inculcate it in his pupils.

*It requires time to learn how to analyse and investigate and compare.* It may not take many years of labor to read or commit to memory books and lectures. This may be done without many years toil, hence, many to make themselves scholars apply with great diligence to reading; days and nights are spent over works of science. They are as busy as any one would be who should labor with all his might to provide himself food, and yet never partake of it, or those who partake more eagerly than the digestive functions of the body permit.

But what patient thought do such students exercise in searching out the exact truth of any science or principle in Mental Philosophy, and then reflecting on its laws and practical utility? What real intellectual feasting is there of the soul on the truth? What spiritual entertainment and inward joy is there in the discerning of and the analysis of natures, principles and facts? such mental feasting would afford years of spiritual enjoyment to an angelic mind.

But so rapid is the ascent of the mind up the hill of science, that there is no time given to reflection, and inquiry, or classification, they cannot pause to consider the *how*, or the *why* of the knowledge that meets their perceptions.

Do they muse and reflect, penetrate and go down into the unexplored regions of truth? Not at all. They do not seem even to think such free and extended analysis can be held, or if held, would do them any good. They have no patience to press through difficulties; to move slowly on, cultivating the mind, making solid and real improvement.

Thus thousands study in our schools, something they may gain by that exercise of attention which they give the works of other minds, they come in this way to know that things of this and that name, belong to the materials of the universe, and are placed in this or that class of knowledge and general department of science, *but with the things themselves they have NO ACQUAINTANCE*, and it is a question whether the knowledge they have gained, has not more injured than improved their minds.

They have acquired that sort of knowledge which inflates, but does not strengthen, which makes one wise in conceit, but foolish in action and discourse; which produces boldness without clear convictions, which capacitates men to denounce and despise others whose lives and princi-

ples they know nothing about, to carry themselves as Gods, but not to forbear, and give instruction as a true student with meekness and docility.

They must move slowly, who would gain true knowledge and reap all of its *benefits*, they must not expect that a month, or a year or two, will suffice for an education. When the true scholar sees the vast amount that is to be acquired, how does he sigh for decades of time, to bestow on the broad fields of knowledge, yet many in our schools and institutions of learning hurry through books and systems of science as if mere rapid reading was the same thing as knowing, such persons can possess but little intellectual power or depth of thought, this is attained alone by those who pause over a volume of science, or a theory in philosophy; patiently stopping to investigate and weigh before they pronounce judgment, and while they pause for reflection, life springs within them, new strength is imparted; their minds grow apace, they extend their views, they see the wide and ever enlarging relation of things, and thus do they become more instructed by continued meditation even on one volume of science, than those who hurry over their course of education would acquire in a life-time, by the reading of entire libraries.

I must repeat and enforce the sentiment, the *human mind does not otherwise advance than by the exertion of its own living powers*. These powers without any yoke of bondage must investigate and independently advance by their own intellectual labor, applied upon themselves. Things exterior to the mind may favor its growth, but it cannot make it grow. Converse with books, lectures, and schools will not suffice. True knowledge cannot be read into, lectured into or introduced in any way except as the mind itself draws it in, and digests it by its own patient thought and reflection.

The highest intellect ever created will remain in its infantile state, unless it ascends by appropriate care and wise culture on the part of others at first, then by labor vigorously put forth on its own part—labor long and continuously exercised to give it strength and stature. There is no point of improvement or intellectual eminence, which a sound human mind may despair of reaching, provided health and long life are granted. Every sound-minded youth should be urged on and incited to feel that by application and due diligence, he may attain all that any other mind has gained—and even ascend to greater heights—by his own undying labors.

Teach each youth to animate and cheer himself on with some such ennobling thoughts as the following; that were once the reflections of a *noble American scholar*, while climbing the rugged steps of the Hill of Science:

“Mind the brightest thing in existence is that which is the most susceptible of advancement. My Maker that He might see in me his own image, gave me a mind; and by his grace I have been taught to value, and inclined to prefer the care and education of it before the delights of the senses. Moved by his Spirit I “cry after knowledge, and lift up my voice for understanding. I seek for her as hid treasures.” I shall gain, if I faint not, the object of my desire. I shall find myself in possession of a better and still better mind; I shall be constantly acquiring a more and more perfect use of my powers, I shall be increasing contin-



ually in my ability to reason, my thoughts will be becoming more and more just, my views be enlarging, my knowledge growing, my mind in all respects rising, expanding, stretching forward and upward toward the perfection of mental being."

A mind earnestly breathing out such aspirations will grow in knowledge and advance in strength. Not more irresistibly does the sun rise towards his meridian heat than such a mind will continually expand, under proper culture. Nor need there be any check to this advancement, unless it be that of extra old age, and even senile dotage might be avoided, if there had been proper activity, judicious discipline seasonably commenced and never discontinued.

There are some examples of what men may thus continue to be in old age; such men in our own country as JOHN Q. ADAMS, and WASHINGTON IRVING; HUMBOLDT, and MACAULAY in other lands. Cannot some influence be exerted to slacken the speed of our youth in their elementary training, so as to give time for reflection, and to form the intellectual habits of a disciplined mind? We need no more books of science or philosophy, but we need to have years of thought and investigation added to our course of training in our higher institutions of learning.

Let us, who are placed in the most responsible stations that human beings can occupy, that of developing and strengthening immortal minds and fitting them for their great work and eternal destiny, not only teach them how to meet and overcome difficulties, but inspire them with an undying ardor for knowledge, so that they will press on through years of discipline undaunted.

The true student, though he progresses slowly, should never falter, but calmly press on after knowledge through all of life.

"Shielded and helmed, and weaponed with the truth," until he studies the works and perfections of the Deity under a greater teacher in the bright world of celestial knowledge.—*Michigan Journal of Education*.

ACT UPON IT.—High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become so common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.

#### TO "JOE."

If twenty dogs, for 20 groats,  
Go forty weeks to grass;  
How many hounds, for 60 crowns,  
Could winter on the place?

R. M. S.

## INTERLINEAR TRANSLATIONS.

This is an age of inventions, especially in the way of labor-saving machinery. Many of them are very useful and profitable. But there is one contrivance of this kind which in respect to education is very injurious.

The mind must be trained to action in a regular, methodical manner; it must learn to exercise its own judgment and to depend upon itself, and its own resources in the course of education, preparatory to doing the same in the actual business of life, or it is not educated; it will always be like a child, it will always be acting at random. Put such a man into a profession—as that of medicine;—he is called to visit a patient; he must do something, and that at once. But he is in a flurry, and knows not what to do; or if he puts on a great deal of assurance and affects to know everything, he is as apt to be wrong as right for want of judgment. Everything, then, supplied to the student to relieve him of the labor and effort of thinking for himself is defeating the very object of his education. He is thereby counteracting the end for which he is spending his time and money. Education, without learning to think is no education. Now, it was bad enough for the student in former times to have in his desk Davidson's Virgil, Smart's Horace, Murphy's Tacitus; or to be supplied with Anthon's notes, almost equal to a translation. But in this age, to make the study of Latin and Greek as easy as possible, students must be supplied with all the author's usually read, literally translated, and every English word directly under the Latin word. No word is to be looked out, even in such a clavis as is attached to some books with a meaning put down for every place where the word is used in the author, for this would exercise the memory; but there is the word before the eye, on the spot. Can anything be more absurd than to employ such books as a part of the apparatus of education?

If a student begins in this way, his mind is dwarfed; he has formed such a habit of getting along easy, that he cannot be cured of it. The same pervades all he does; it is "skinning," "skinning," "cheating," "stealing" all the time, and the farther he goes the less is his ability to go by himself—like the child that is always carried in the arms of a nurse. What are we to think of parents who knowingly permit children and pupils to use such books? And what of a bookseller who keeps them for sale, and when reminded of the injury he was doing by their sale, says if they were not called for he would not keep them?

But there is another aspect of this matter that if possible is worse still; and that is the moral effect of such a course of training on the youthful heart. His whole course is one of deception! What next? Why, he carries it out in his intercourse with society. There is a sad deterioration of moral character. He has learned lessons in school by cheating; by substituting the false for the true. Does he need the name of another appended to any document or paper of importance, it is but a step for him to put it there. And so he glides along the downhill of vice and crime until he slips down from a scaffold, "points a moral, or adorns a tale."

We hope some one will take up this subject and discuss it as it ought



to be; and that the next educational convention will take it up among their items of business.

REXFORD.

## EDUCATION IN CHINA.

The Rev. William Dean, D. D., in his "China Mission," gives the following interesting description of a Chinese school:

"The boys commence their studies at six or seven years of age. In China there is no royal road to learning, but every boy, whatever his rank, takes the same class-book, and submits to the same training. The school-room is a low shed, or a back room in some temple, or some attic in some shop, where each boy is supplied with a table and stool, and the teacher has a more elevated seat and a larger table. In the corner of the room is a tablet or picture of Confucius, before which each pupil prostrates himself on entering the room, and then makes his obeisance to his teacher. He then brings his book to the teacher, who repeats over a sentence or more to the pupil, and he goes to his place repeating the same at the top of his voice till he can repeat it from memory, when he returns to his teacher, and laying his book on the teacher's table, turns his back upon both book and teacher and repeats his lesson. This is called backing his lesson. In this way he goes through the volume till he can back the whole book; then another, then another, till he can back a list of the classics. The boys in the school to the number of ten to twenty, go through the same process, coming up in turn to back their lessons, and he that has a defective recitation receives a blow on the head from the master's ferule of bamboo, and returns to his seat to perfect his lesson. The school teachers are usually unsuccessful candidates for preferment and office, who, not having habits for business, or a disposition to labor, turn pedagogues. They receive from each of the pupils a given sum proportioned to the means of the parents, and varying from three to ten or twelve dollars a year from each pupil. The schools are opened at early dawn, and the boys study till nine or ten o'clock, when they go to breakfast, and after an hour return and study till four and five o'clock in the afternoon, and then retire for the day. In winter they sometimes have a lesson in the evening."

## EMULATION AS AN ELEMENT IN EDUCATION.

Besides placing his pupil in a condition to perform the necessary process, the instructor ought to do what in him lies to determine the will to the performance. But how is this to be effected? Only by rendering the exercise more pleasurable than its omission. But every effort is at first difficult—consequently irksome. The ultimate benefit it promises is dim and remote, while the pupil is often of an age at which present pleasure is more persuasive than future good. The pain of exertion must, therefore, be overcome by associating with it a still

higher pleasure. This can only be effected by enlisting some passion in the cause of improvement. We must awaken emulation, and allow its gratification only through a course of vigorous exertion. Some rigorists, I am aware, would proscribe, on moral and religious grounds, the employment of the passions in education; but such a view is at once false and dangerous. The affections are the work of God; they are not radically evil; they are given us for useful purposes, and are, therefore, not superfluous. It is their abuse alone that is reprehensible. In truth, however, there is no alternative. In youth, passion is preponderant. There is then a redundant amount of energy which must be expended; and this, if it find not an outlet through one affection, is sure to find it through another. The aim of education is thus to employ for good those impulses which would otherwise be turned to evil. The passions are never neutral; they are either the best allies or the worst opponents of improvement. "Man's nature," says Bacon, "runs either to herbs or to weeds; therefore, let him seasonably water the one and destroy the other." Without this stimulus of emulation, what can education accomplish? The love of abstract knowledge and the habit of application are still unformed; and if emulation intervene not, the course by which these are acquired is, from a strenuous and cheerful energy, reduced to an inanimate and dreary effort; and this, too, at an age when pleasure is all powerful, and impulse predominant over reason. The result is manifest.—*Sir Wm. Hamilton's Lectures.*

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### THE WORST BOY IN SCHOOL.

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"Is that one of my scholars?"

Miss Merton, the new teacher, pointed to a lad just outside the garden fence. He was ragged and dirty; barefooted, too, and wore an old straw hat, so much in pieces that his tangled locks stuck up "every which way" through the holes. He was throwing stones at a robin's nest that hung high up in a cherry tree, and screeching all the time in a way that made one involuntarily clap his hands to his ears.

"I am sorry to say it is," replied Deacen Gray.

"The worst boy in school, too; the one that will make you the most trouble. Indeed I don't believe you'll ever be able to do anything with him. He's as strong as a giant, little short fellow as he is. He flogged the teacher last winter, and left him for dead. He's the worst boy, take him all in all, I ever saw."

"Has he parents?"

"No; his mother died when he was a baby, and his father, a hard-working man, hadn't any time to see to him, and the child, I expect, had a pretty hard time of it, with one maid and another for house-keeper. When he was five years old, his father died, and since that he has been tossed from pillar to post. He's naturally a bright boy, and if his mother had lived he might have been somebody, for she was just one of the most patient, loving women you ever saw in all your life; a Christian woman, if there ever was one."



"Poor boy!" Miss Merton spoke tenderly. "What a pity somebody don't adopt him, take him into their home and heart."

"That's just what I've told father many a time," said Mrs. Gray, looking up from the bread she was kneading. "I've always said if some one would only take him in and do by him as they would by their own born child, it would be the salvation of him."

"Mother wanted I should take him this spring, when he was out of a place, but I told her it was too risky. If I hadn't any children I might perhaps, but to have such a rough, tearing, swearing, mischievous boy here all the time with my three little girls, learning all sorts of badness to that youngster there," and he pointed to a two-year old boy who sat on the floor, playing with pussy; "I couldn't risk it no way. Yet I'm sorry for him."

"That's what everybody says," continued his wife. "They are sorry for him, but no one is willing to try and reform him, and if it ain't done soon, it'll be too late, for just as sure as he goes on the way he is now, he'll be in the penitentiary before he is twenty-one."

"I wish you had taken him in." Miss Merton spoke earnestly.

"You won't wish so a month hence," said the Deacon; "just wait till you've seen him cut up."

"But if I do think so four weeks from now, will you take him? Say yes; please do," and she laid her hand confidently on his arm.

"Well, yes; if after that time you think you can do anything with him, why, I'll try him a spell. But he's a hard case."

Miss Merton looked out of the window again. The boy had climbed over the paling and was now starting up the tree. She went out quietly into the front yard. There were not many flowers in bloom yet, only a few daffodils, a bunch of *fleur de lis*, and a box of violets. She gathered a few of the latter and sauntered leisurely down the gravelled walk, pausing now and then to look at the annuals just peeping out of the moist ground. By and by she reached the cherry tree, on whose lowest bough the boy yet stood, for he had not advanced a foot since she came out, having been closely eyeing her.

"What are you trying to get, little boy?" She spoke pleasantly, and a lovely smile played about her lips.

"A robin's nest, ma'am." He was no liar, with all his faults.

"O, I wouldn't." Her voice had a grieved tone. "It would be such a pity, when the birds have just finished it. Are there eggs in it?"

"I don't know; I'll see," and he climbed rapidly to the nest. "Yes, ma'am, four." He didn't touch them, but came down again to the lowest bough.

"There'll be little birds, soon, then, and it'll be so pleasant for me to watch them. I wish you would'n't take them."

"I won't, ma'am. I didn't want it for myself, but poor little Tommy said last night he wished he had a string of bird's eggs to look at. Tommy is lame, ma'am, and can't get out much, and he gets lonesome, and wants something to play with. So I thought I'd get him some."

"Is Tommy your brother?"

"No, ma'am. I never had any brother or sister, either." His voice softened as he spoke. "He belongs to the folks where I stay."

"I'll send Tommy something as pretty as bird's eggs. See here," and she broke off a large bunch of lilacs and handed him the purple plumes. "Carry this to him. Put it in a pitcher of water, and it'll keep fresh several days; and here are some flowers for you," and she gave him the little bunch of violets she had gathered. "Run quick with them now, or you will be late to school. You're going to school, ain't you?"

"Are you the new teacher?"

"Yes."

"I'm going then; I'll be there in time," and he ran off.

Now only the night before, he had declared up and down to Tommy he wouldn't go to school. It was no use. He never would be any body, and he was tired of being flogged and beaten and boxed. He wouldn't stand it from a woman teacher. And if they sent him to school he'd play "hookey," he would. Yet the very next morning he was in a hurry to go, fearful he should be late. Who will dare say there is not magic in kind words.

Miss Merton went early to the school house. The "worst boy" was already there.

"Ah," said she kindly, "you've beat me. But I'm very glad you're here, for I want to learn something about the school. What is your name?"

"Bill Hendrickson, ma'am."

"Say William, my dear, or Willie. Bill is not a pretty nickname."

"It's what I've been called ever since my father died," and he sighed.

"Then your father is dead, poor boy." She spoke tenderly. "And your mother——"

"She's dead, too, ma'am. She died when I was a little baby. I cannot even remember how she looked," and new tears gathered into his blue eyes.

Courage, thought Miss Merton. A boy who weeps at the mention of his dead mother, cannot be all bad. And she laid her hands caressingly on his brown hair, and said softly, "I know how to feel for you, Willie, for I, too, am an orphan."

That gentle touch. It melted the poor boy's heart entirely, but with the better feelings that then surged over his soul came a feeling of shame, too, and for the first time in his life he blushed for his matted hair, and his dirty face and hands.

"I believe," he said, after a moment's thought, "I'll run down to the brook and wash myself. I forgot it this morning. No, I didn't either," disdaining the falsehood. "I was too mad to do it, but I'll wash now."

"Do, Willie, that's a good boy. I love to see my pupils neat and tidy. Here's a towel for you to wipe on. I always bring one with me to school, for the little ones most always need washing after dinner. And here are a pair of pocket combs—brand new ones. I'll give them to you, if you'll promise to use them every day."

Willie ran to the brook and made such a dexterous use of the towel



and the combs, that he hardly seemed like the same boy when he returned.

"Why, you're real handsome." Miss Merton spoke involuntarily, but she spoke the truth, for he was a handsome little fellow, with a high, fair brow, and a wealth of nut-brown hair clustering about his temples, in soft, silky curls.

"I shall not have much time to talk to you, for I hear the children coming," and as she spoke, little snatches of musical laughter came ringing through the open door; "but one thing I must say, I need your help, Willie."

He looked up and his blue eyes dilated in wonder. His help! What could he do to help her?

She continued. "I need your help, Willie. You are probably one of the oldest pupils I shall have, and the little ones will all look up to you as an example. If they see you quiet, mannerly, faithful to your studies, and prompt in recitations, they will strive to emulate you, and I shall have but little difficulty in governing the school; but if, on the contrary, you are noisy, forward, rude, negligent of your lessons, and dilatory in coming to your class, they will imitate your spirit, and I shall go home every night sad and weary. Willie, you are cut out for a good boy," and she moved her hand over his now glossy hair. "Your head is a good one. If you only guide it with your heart, it will make a good, and perhaps a great man of you. Can I trust you, Willie, will you help me to make this school a credit to the district?"

Willie had never been talked to in that way before. He had never had trust reposed in him. He hardly knew what to make of it now, but he did not hesitate to say at once, "I will help you all I can. Perhaps I shall forget sometimes, and act bad, because I'm so used to cutting up, that it'll go hard to be good all at once, but if I do, just look at me and I'll give up."

The other scholars came in just then, and looked surprised enough to see Willie there in earnest conversation with the teacher. They hung back bashfully.

"Tell me their names, Willie," said Miss Merton, kindly; and as he spoke each one, she took them gently by the hand, stroking the heads of the little boys, and kissing the cheeks of the little girls.

School opened. The scholars watched in vain for Willie to begin his antics, but, proud of the confidence reposed in him, he never, that morning, violated a single rule.

"You have done nobly," said Miss Merton to him, as at the nooning she sat down by him. She opened her dinner pail. "Bless me, but Mrs. Gray must have thought I had a wolf's appetite. Can't you help me devour some of this generous dinner?" The boy, used to scraps and crusts, took eagerly the nice, white bread, and thin slices of pink ham, the fresh, hard-boiled eggs, the seed cakes and rhubarb pie.

"Are there any cow-slips in the brook?" she asked, when the meal was finished.

"O, yes, ma'am, plenty of them."

"I wish you would bring me five or six pretty ones. I am going to make a herbarium, and I want some of all the early flowers."

The boy didn't know what a herbarium was, but he brought the flow-

ers quickly, and looked on with curious eyes while she analyzed one of them, and then, after consulting her Botany, carefully arranged the remainder in the shape of a crescent, and placed them between the leaves of a large blank book she took from her desk.

The other scholars gathered about her, and one little girl asked, "what she did that for?"

Miss Merton explained, and then carefully turning the leaves, showed them a page on which lay pressed the delicate stars of the trailing arbutus, and another on which lay the shell-tinted flowers of the anemone, and another where the pretty little spring-beauty lay elustered.

"I am desirous of making a very large and beautiful collection, for I wish to present it, when finished, to an invalid friend of mine; a lady whose lameness prevents her getting out into the fields and forests to see the flowers. Do you know, Willie, whether there is any bloodroot grows about here? I don't know but it is too late for its blossoms, but I hope not, for I want some of them very much; they are so beautiful; such a snowy whiteness to the flower."

"I know where there's plenty, ma'am. I've helped dig it many a time. Old Granny Wilmarth, where I used to live, always wanted some put in spirit every spring. I'll get you some to-morrow."

"Do, Willie, and any other wild flowers you may find. I shall be so glad of them, and in return I'll teach you botany at noons and before school in the morning, and give you a book like mine to place your specimens in. Wouldn't you like to have a herbarium?"

"O, ma'am, I guess I would," and the blue eyes were very bright. Early the next morning Willie was at the school house with six beautiful specimens of blood-root, and several other spring flowers which had peeped out of the moss and underbrush of the forest. And Miss Merton laid the new Herbarium, with William Hendrickson written on the cover, and a beautiful piece of poetry on the first page. She divided all the flowers and gave him half, showing him how to analyze them, and how to press them, and writing under each in her own fair chirography the name, class and order, the spot where it grew, peculiar characteristics, its medical qualities, if it had them, and also an appropriate quotation from some poet, and the language which florists have given it.

\* \* \* The week passed on. Friday night came, and Willie, instead of being the worst, had been the best boy in the school. He was a bright little fellow, and now that his mind and heart were engaged, he bade fair to outstrip all his mates. Miss Merton shared her dinner with him every day, removing thus one cause of the boy's restlessness and disobedience, for every one knows a full stomach, not an overload, but a comfortably full stomach, disposes one to be more genial and orderly than an empty one can possibly do. Indeed, we have often thought that if the city missionaries would carry a good dinner first to the poor sinners, and afterwards a tract, the chances of converting them would be much greater.

They walked home together Friday evening, the school ma'am, and the little ragged, barefooted, almost hatless pupil. She made the way pleasant to him, talking to him of the beautiful world that they lived in, and pointing out the various interesting things that were all about them; the old gray mountains in the distance, with the purple shadows of even-



ing dropping over them; the green fields beside them, with the white lambskins sporting over them; the dim forest with its cathedral aisles, stretching far into the distance; the blooming orchards, with their snowy promises; the little brooklet with its singing waves; the brown and golden birds, filling the scented air with their clear notes, and lastly, the scarlet west with the amber currents of sunshine playing over it in gorgeous tides. And when she knew his heart was interested and full of unutterable feeling, she said quietly, "What a good God, to place us in a world so fair. Would you not like to know something more about him, Willie? Would you not like to study that holy book of His, which He has given mankind to show them the way to heaven?"

"O, yes, ma'am," and the boy spoke devoutly.

"I thought you would, and so I asked you. I am going to have a class in the Sunday School, and shall open it next Sunday. You will come, Willie, and be one of my scholars."

"I'd like to, ma'am," and then he glanced at his bare feet and his ragged clothes, and sighed as he added, "but I don't see how I can. These are all the clothes I have to wear."

"I've thought of that, Willie, and if you will come to-morrow morning to the Deacon's and let me have your jacket awhile, I'll mend it up for you, and here's a quarter I'll give you to go to the store and buy you a new hat. You can get a good straw one for that, can't you?"

"O, yes. Dear me, how good you are to me. I don't see what makes you so. Everybody else frets and scolds at me, and says I'll go to the penitentiary yet, I'm so bad."

"I love you, Willie, and that is why I treat you as I do. An orphan myself, I can feel for your lonely life. Heaven only knows what I might have been, had not good friends cared for me when my father and mother died and left me alone in the wide world. Willie, I've great hopes of you. You learn quick, remember well, and see into things easily. You are capable of making yourself a good name in the world. You will do it too, I know you will. Don't you believe it?" and she looked hopefully into his eyes.

"I want to; O, if I only could! I'll try. I'll study hard every day, and I'll go to Sunday School every Sunday. And if I do grow up good, I'll lay it all to you, for no one else ever cared for me. They even *grudge* me my victuals. O, but I've seen hard times," and tears trickled down his cheeks.

"Don't think of them, Willie. Look forward. There is a sunny future in store for you. Good night. Don't forget to bring the jacket."

\* \* \* \* "What under the sun have you got in your hands, Miss Merton," said Mrs. Gray, the next morning, as the school ma'am entered the kitchen.

"Why, it's Willie's jacket. I've promised to mend it for him, so that he can go to Sunday School to-morrow, and I've come to beg some patches."

"Mercy on me, but you can never mend that ragged thing."

"O, yes, I can. Where can I find some patches?"

"Why there's lots of them in the loft over the woodshed. I store them up there for carpet rags all through the winter and in the spring take

them down and wash them up and sort them over; but dear me, you never can do anything with that old thing."

"You'll see," was the cheerful response, and the school ma'am mounted up the ladder to the loft, and selected some suitable patches. Sitting down by the window, she ripped up both sleeves above the elbow, cut off the rags and pieced them down, sewed up the seams again, and put in fresh lining, and made new cuffs. Then she cut off the torn button-holes, pieced out the sides and made new ones, and darned here and there till there was not a single hole.

"Has the school ma'am turned tailoress," said the Deacon, as he came in to dinner; "what wags do you make?"

"O, good ones, I tell you. Ain't I a good hand at patching?" and she held up the neatly mended jacket. And then, before she could speak further, Mrs. Gray told the Deacon whose it was and how it looked when she brought it in.

"You must have some hopes of the boy, Miss Merton, or you would not take so much pains with him."

"I have great hopes of him, Deacon Gray." And she detailed the experience of the week.

"Ah, but one swallow don't make a summer."

"I know it, Deacon, but then one swallow is a harbinger of summer. It gives us hope of seed-time and harvest. It tells us there is warm weather somewhere, Deacon, I have studied the boy this week, and I am satisfied that he only needs kind treatment and encouragement to place him far above the average of men. O, if you would only let him come here now. I'll answer for his good conduct."

The Deacon hesitated, but Miss Merton plead, and eloquently too, for she felt that a soul's salvation lay in the answer she should receive to her petition.

"You'd make a good preacher, Miss Merton," and he drew his hand over his eyes. "It's hard resisting you. In fact I guess I'll have to yield. If mother's willing, he may come to-night."

"You'll never repent this good deed, Deacon, never, never. The boy must be good in such a home as this; so neat, quiet and well arranged. I'll answer for him."

"Where are those pants I laid off last week, wife? those grey ones. They were pretty good yet—only thin about the seat, and out at the knees. I guess between you, you could get the boy a decent pair out of them."

"O, yes, indeed, father, I could cut them over and turn the fronts to the back. Yes, indeed; I'll get at them as soon as I do up the dinner work."

Just at evening Willie came for his jacket, and words cannot express his joy at learning he was henceforth to live under the same roof with his idolized teacher.

"O, I'll be so good," he said. "Do tell me what I could do for you, Mrs. Gray," and without waiting for an answer, he ran out to the shed and brought in the night's wood, and split the kindlings, and drew the water, and filled the kettle, fed the pigs and brought in the eggs.

"Can you milk, Willie? the Deacon generally does, but he's late to-night, and will be tired when he comes in."



"O yes, ma'am, I guess I can," and he soon brought the swimming pails into the dairy.

The snow-white biscuit, the quivering custard pie, the mellow cider apple sauce, the golden butter and the fragrant tea, were just placed on the neatly laid table, when the Deacon's step was heard.

"Waiting?" said he, "well, sit down, I must do my chores first."

"They're all done," said Willie, respectfully. "Ah, you did them, did you? Well, then, we'll have tea."

Mrs. Gray had placed an extra plate by the side of the school-ma'am, and now motioned Willie to sit there.

"I can wait,—I always do," said he, hanging back.

"Nobody waits at my table, when there is room," said the Deacon. "Sit down, boy, and remember that is your place hereafter."

It seemed to Willie that he had suddenly stepped into another world, —everybody so kind, everything so free.

\* \* \*

Sunday morning came. Willie was up before sunrise, doing the necessary chores, and then Mrs. Gray hung up an old blanket in one corner of the woodshed, and gave him a pail of warm water, some soap, a sponge and towel, and told him to strip himself to the skin and wash himself thoroughly. And then, just when the boy was holding his dirty, ragged shirt in his hand, and hesitating to put it on, a sweet voice said kindly, "you will find your clothes just outside the blanket, Willie," and then light footsteps ran away.

He peeped out. Sure enough, there was a bran new shirt, the gift of Miss Merton, which she had made evenings; the Deacon's pants, the mended jacket, a pair of neatly darned socks, some of the Deacon's that had shrunk, and a pair of good stout shoes, the last a present from the Deacon, who had told Miss Merton and his wife "he wouldn't do things by halves, he'd test the boy thoroughly."

There were many happy little faces in the church that Sabbath morning, but none brighter or more cheerful than William Hendrickson's, and no boy behaved himself better in meeting either, than did he, reading out of the same book Miss Merton did, kneeling by her side, and reading the beautiful words of the hymns, as her sweet voice joined the chorus of the choir.

Weeks passed on. The summer-time was gone, and with it, the dear school-ma'am.

"I may never see you again, Willie," she said, tenderly, as she held his hands at parting, "but I hope always to hear a good report of you. The Deacon has promised to write to me occasionally, and I shall expect to hear from you in every letter. I shall never forget you. I shall remember you in my prayers, night and morning. Willie, you will not disappoint me."

Through his tears the boy sobbed out, "no. no, no; O, if you could always be with me."

"I leave you with a Friend who never forsakes, Willie; God is with you."

She was gone, and it seemed to the poor boy that the heavens had shut its doors on him forever. But he manfully struggled with himself, and though it was not near so easy to be good under the new teacher that came, he *was* good, remembering ever his promise.

I would like to follow his career, step by step, but my story is growing long, and I can only tell you the results of his continued efforts after knowledge and goodness. He became so near and dear to Deacon Gray, that when he was sixteen he adopted him, his only little blue-eyed son having been called to the "other side of the river." He went first to the academy, then to college, then to a theological school, and then, into the *pulpit*. Yes; he whom the country people all said was bound to go to the penitentiary, now preaches the gospel of Christ on every Sabbath day. And the dear teacher, now an aged matron, with silvery hair, listens to him and learns of him. The pupil has become the pastor; the worst boy in school is now one of the most eloquent preachers, and what is better far, one of the best of men. Verily, "as ye sow, so shall ye reap."—*Iowa School Journal*.

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### DAYS OF MY YOUTH.

BY ST. GEO. TUCKER, SR.

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Days of my youth, ye have glided away,  
Hairs of my youth, ye are frosted and gray;  
Eyes of my youth, your keen sight is no more,  
Cheeks of my youth, ye are furrowed all o'er;  
Strength of my youth, all your vigor is gone,  
Thoughts of my youth, your gay visions are flown.

Days of my youth, I wish not your recall,  
Hairs of my youth, I am content ye should fall;  
Eyes of my youth, you much evil have seen,  
Cheeks of my youth, bathed in tears you have been;  
Thoughts of my youth, you have led me astray,  
Strength of my youth, why lament your decay!

Days of my age, ye will shortly be passed,  
Pains of my age, yet a while ye can last;  
Joys of my age, in true wisdom delight,  
Eyes of my age, be religion your light.  
Thoughts of my age, dread ye not the cold sod,  
Hopes of my age, be ye fixed on your God.



## Resident Editor's Department.

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TEACHERS' INSTITUTES.—In most of our northern states, the superintendents of schools and others hold annually, in various parts of their states, what they call Teachers' Institutes. These meetings usually continue for several days or a week; and such teachers of common schools as may choose to attend them are instructed in the best methods of teaching the various branches usually taught in their schools. The instructions are imparted by lectures, accompanied by practical illustrations and exercises. So far as we know, no successful effort has been made to introduce any thing of this kind in our State until very recently.

A few weeks since, the "Chairman of the Board of superintendents of common schools" of Alamance Co. issued a circular inviting the teachers in his county, and others who might desire to be present, to meet in Graham on the 28th of May; Prof. W. H. Doherty, of the male and female Institution at that place, having kindly offered to devote several days to the instruction, of all who might attend, in the normal method of teaching, and the citizens of Graham having tendered the hospitality of their homes to the teachers, while attending the meeting.

Having received a special invitation from Prof. Doherty, we were present during two days of the meeting. The exercises of the occasion were introduced, on Monday evening, by a lecture from Prof. D., which we had not the pleasure of hearing, as it was out of our power to be there earlier than Tuesday morning. During the forenoon of the second day Prof. D. explained to the teachers present, his methods of teaching; commencing with the preparation of the school house, the organization of the school, and the means of securing order and punctuality. He then took up the Alphabet, Spelling, Reading, Writing, Arithmetic &c., successively, making free use of the black-board in every study and pointing out the great advantages of using written, in connection with oral exercises.

He also gave some Chemical and Philosophical experiments, by way of showing teachers how to impart life to the school room and awaken a desire of knowledge in the minds of their pupils; showing them, at the same time, that a man of some ingenuity may perform many interesting experiments, without expending much in apparatus.

The greater part of the afternoon was occupied in forming a county

Educational Association. There was a good attendance of teachers and all present seemed to enter zealously into the movement. The Association was fully organized, a constitution adopted and officer elected; and as the secretary promised to send us a copy of the proceedings,\* in time for the present No., of the Journal, we need say no more on this subject.

The evening was set apart for an address from Rev. C. H. Wiley, General Superintendent of Common Schools, who was present by invitation. The court house, selected as the most eligible place, was well filled by an audience who seemed to take a lively interest in the subject of discussion, and who listened attentively, for an hour and a half, to an address on the general educational condition of our State, its history, its progress, its advantages and its wants. All seemed to be both instructed and entertained.

On Wednesday morning the exercises were resumed at 9 o'clock and, as usual, were introduced by singing, reading the Scriptures and prayer. Prof. Doherty then recapitulated the exercises of the preceding day; after which we were called upon, as the representative of the educational *organ* of the State, but having attended rather as a listener than as a speaker, we did not occupy much of the time of the meeting. Mr. Wiley and Prof. Doherty both addressed the meeting during the forenoon and at 12 o'clock the exercises of the occasion closed.

All who were in attendance seemed to be much pleased with the proceedings and many of the teachers were no doubt much benefitted. The teachers of Alamance owe a debt of gratitude to Prof. Doherty for his efforts to aid them in becoming better qualified to perform their responsible duties. May his example stimulate other experienced teachers to call similar meetings in other counties. If each county in the State had one such public spirited teacher and such a chairman as Mr. Trolinger, our common schools would soon imbibe new life and energy.

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BACK NUMBERS.—We can no longer furnish the back numbers of the present volume of the Journal. When we commenced the year, we printed a large number of extra copies, but for several months our subscription list has been increasing rapidly, and as the majority preferred beginning their subscription with the volume, all the back numbers are exhausted, and we have at least a hundred on hand waiting for the present No., to be issued. But send on your orders, we will supply you with the Journal for one year, beginning with the first No. that you receive.

\* Not received in time.



**EDUCATIONAL MEETING IN WAKE.**—We copy, from the Standard, the following proceedings, with the remarks of the editor, which we hope will stimulate the teachers of other counties that have not already formed similar Associations.

*Educational.*—We publish to-day the proceedings of an Educational meeting held in the Town Hall in this place on Wednesday last. The meeting, it is true, was not so large as we had hoped it would be, but it was a good beginning, and will form the nucleus, we trust, of a growing and useful Educational Association in the County. We regret that Wilson W. Whitaker, Esq., the enlightened and spirited Chairman of Common Schools for the County, was prevented by indisposition from being present.

We were much pleased to see present the Rev. C. H. Wiley, the State Superintendent of Common Schools. Mr. Wiley visited Raleigh for the purpose of taking part in forming the Association. He is indefatigable in his efforts in all portions of the State to promote the cause of Education.

We take the liberty of appealing to all the Teachers of the County, to all the officers of our Common School system, and to the friends of Education generally, to come forward and aid in this movement. It will be seen by the proceedings that the next meeting will be held on the first Saturday in September.

*Proceedings.*—On Wednesday, the 23d of May, a portion of the friends of Education in Wake County assembled at the Town Hall in the City of Raleigh for the purpose of forming an Educational Association for Wake County.

On motion of Rev. C. H. Wiley, George B. Allen, Esq., was called to the chair, and on motion of W. W. Holden, Esq., Mr. R. W. York was appointed secretary.

Mr. Holden introduced the following resolutions, which were unanimously adopted :

*Resolved,* That for the purpose of promoting the cause of Education in the County of Wake, we will unite in forming an Association to be called the Wake County Educational Association, auxiliary to the State Educational Association; and we hereby respectfully and cordially invite all Teachers of common schools, and of private schools, academies and colleges, and all officers of the common school system of the County, and the friends of Education generally to unite with us in this movement.

*Resolved,* That a committee of three be appointed by the chairman to prepare and report a Constitution and By-Laws for this Association to its next meeting; also, to report the names of officers for the Association.

*Resolved,* That the officers of the Association shall consist of a President, two Vice Presidents, a Secretary and a Treasurer.

On motion of Mr. York the following resolution was adopted :

*Resolved,* That the committee to be appointed to prepare a Constitution and By-Laws, and to report officers for the Association, be also requested to procure the services of a gentleman to deliver a lecture be-

fore the Association at its next meeting, and to make suitable arrangements for the next meeting.

The Chair appointed as the committee under the above resolutions, William W. Holden, R. W. York, and S. Scott.

On motion, the *Standard* was requested to publish these proceedings, and the other newspapers of the City were requested to copy.

On motion of Mr. Holden, the meeting adjourned until the first Saturday in September next.

GEO. B. ALLEN, Ch'n.

R. W. YORK, Sec'y.

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STATE EDUCATIONAL ASSOCIATION.—We give, below, the card of the Executive committee in regard to the time of the next meeting of Association. We will republish, in the July No. of the Journal, the items of business referred to the various committees; for the purpose of calling their attention to the duties they are expected to perform, and also to inform others of the business that will be brought before the Association.

*Card.*—The undersigned, Executive Committee of the State Educational Association of N. C., would hereby give notice that the next annual meeting of the Association will not be held until some time during the ensuing Fall.

The Committee has been induced to fix a period later than usual for this meeting by reasons which they regard as entirely satisfactory; but they do not deem it necessary to give these reasons in detail now, and will only allude to a few of the leading considerations which have had an influence in forming their determination. In the first place, by holding the meeting near mid-summer, important sections of the State are virtually excluded from the privilege of inviting the Association to meet in their midst, as a number of the delegates do not like to go far East or South at this season of the year.

Secondly, it is impossible to fix a time for the meeting when there will be vacation in all the schools; and to hold the meetings to suit those teachers whose schools are not in session, is to confine the active membership of the Association to a part only of its friends.

Thirdly, the last meeting ordered so large an amount of business to be prepared for the action of the next, that the Committees having it in charge should be allowed the longest possible time.

Fourthly, it is very desirable that the officers of the Common School System should attend the meetings of the Association, and this they can do more conveniently during the Fall than about the time of harvest.

C. H. WILEY,

Sup. Com. Schools N. C.

J. D. CAMPBELL,

Recording Secretary.

C. C. COLE,

Corresponding Secretary.

*Executive Committee.*



GUILFORD COUNTY EDUCATIONAL ASSOCIATION.—On Saturday morning, June 2d, 1860, in accordance with a notice given at the examination of teachers, on the previous Saturday, a number of the teachers of Guilford county met, in the room of the court-house used by the Examining Committee, for the purpose of re-organizing the County Association.

On motion of J. D. Campbell, Nathan Hiatt, the county Chairman, was called to the chair.

Rev. C. H. Wiley, Gen. Sup. of Com. Schools, in a short address, stated the object of the meeting and pointed out the great advantages of such associations.

A draft of a constitution was presented, which, after a slight amendment, was unanimously adopted and signed by all who were present.

The following officers were then elected, to serve until the first regular meeting of next year. Viz, NATHAN HIATT, *President*; ROBT. M. BARTLEY, C. C. COLE and N. W. SAPP, *Vice Presidents*; J. D. CAMPBELL, *Secretary and Treasurer*.

A committee was appointed, consisting of Messrs. C. C. Cole, J. H. Thacker, and Robt. M. Bartley, to prepare By-laws and report to the next meeting of the Association.

Messrs. J. D. Campbell, E. P. Horney and C. C. Cole, were appointed to provide for a lecture, and select a question for discussion at our next meeting; and were directed to give notice of their action in the next No. of the *Journal*, and in the Greensboro' papers.

The constitution fixes the regular meetings of the Association on the "Saturday of the week following each quarter session of our county court." This is the Saturday after each regular examination of teachers and can therefore be easily remembered by all the teachers of the county.

After the business of the Association was concluded, the grades, of those examined the previous week, were read and their certificates delivered.

The Association then adjourned, to meet at the regular time.

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TO SOMEBODY.—We received, a few weeks since, the following communication and will, "with much pleasure," comply with the request of our friend, if he will send us his *name* and the office to which the *Journal* is now sent:

*Dear Sir*:—With much pleasure will you please direct my *Journal of education* the remainder of the time to Spring-hill Forge, Lincoln Co., N. C.

**PREMIUMS.**—We are authorized by a friend, who takes a deep interest in both Education and Agriculture, to offer the following *Premiums* for essays contributed to our Journal.

1 For the best Essay from a *Teacher* of any school, within or without the State, on "the importance of making Agriculture a subject of study in our schools and colleges;" one year's subscription to the "*Southern Literary Messenger*,"—The "*Southern Field and Fire-Side*," or any other *Southern* literary paper, which the writer may select.

2. For the best Essay on the same subject, from any *Pupil* of any southern school or college; one year's subscription to "*The Times*" (Greensboro, N. C.) or any other southern literary paper, with a copy of any work on Agriculture by a southern author.

3. For the second best Essay from a *Pupil*, on the subject; one year's subscription to the "*North Carolina Journal of Education*," with a copy of any work on Agriculture by a southern author.

These premiums are offered in good faith, and will be awarded as soon as the successful competitors have been determined.

*Conditions*: 1. The first Essay must be long enough to cover more than *three* pages of the "*Journal*." The MS. must be written on only one side of the paper, and in a clear, distinct hand, with the pages numbered.

2. The Essays must all be sent to the Editor of the Journal, Greensboro, N. C. before the 1st of September. The name of the author is to be enclosed in a separate envelope, which is not to be opened until the premiums have been decided upon.

3. The premiums will be awarded by the Executive Committee of the State Educational Association.

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**COUNTY SUBSCRIPTIONS.**—The Boards of superintendents of the following counties have supplied all of the school districts of their respective counties with copies of the *Journal*, in accordance with the provisions of a law passed by the last Legislature, viz: Alamance, Cabarrus, Chatham, Columbus, Duplin, Gaston, Granville, Guilford, Halifax, Macon, New Hanover, Pitt, Rowan, Wake, Warren, Washington and Wilson. In several other counties some of the districts receive the Journal, while in others the Chairman is perhaps the only person, connected with the school system, who has ever seen it. But we hope the Boards, in all the counties, will soon see the great advantage of having it circulated among them, as the only means of bringing all connected with the schools into immediate communication with the General Superintendent and other officers of the system.



## BOOK TABLE.

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**CLASS BOOK OF BOTANY**—Being outlines of the structure, physiology and classification of Plants; with Flora of all parts of the United States and Canadas. By Alphonso Wood, A. M. New York: A. S. Barnes and Burr.

The demand for this new work, in consequence of the reputation of Prof. Wood as a Botanist, and the value of his previous work, has induced the publishers to issue this volume, containing Parts I, II, and III, without waiting for the whole to be completed. Where teachers introduce this, the remaining parts will be furnished at such prices as to make the entire work cost no more than when bound in one volume. The three parts embraced in this volume treat of Structural Botany, Physiological Botany and Systematic Botany.

The illustrations are very fine, superior, we think, to any others that we have seen.

The study of Botany is too much neglected in our schools, and we hope our teachers will study it more themselves and thus become qualified to make it more interesting to their pupils.

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**ELEMENTS OF ENGLISH COMPOSITION**, Gramatical, Rhetorical, Logical, and Practical. Prepared for Academies and Schools. By Jas. R. Boyd, A. M. New York: A. S. Barnes & Burr.

This is a comprehensive work, comprising about 400 pages, and arranged for practical use as a text book. We have not given it a thorough examination, but the name of the author will be a recommendation to those who are acquainted with his Annotated editions of the British Poets, &c. Any teacher, who desires to introduce something new on this subject, will do well to procure a copy of this book for examination.

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**BRITISH REVIEWS AND BLACKWOOD**.—We have received the Westminster Review and the Edinburgh Review, for April, and Blackwood's Magazine, for May, re-published by Messrs. L. Scott & Co., New York. The character of these Reviews is too well known to require commendation, and the moderate terms on which they are furnished to American readers, by the enterprising publishers, should secure for them an immense circulation. They furnish any one of the Reviews or Blackwood for \$3; any two for \$5; and the five works for only \$10.

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**ECLECTIC MAGAZINE**.—The June No. of this excellent monthly is on our table. It contains fifteen articles, embracing, as usual, the choice of all the foreign literature of the day. The subscription price is \$5, for which sum we will furnish both the Eclectic and the Journal for one year, beginning with any No. desired.

PROF. YORK.—We had the pleasure of meeting with Rev. Brantly York, during our recent visit to Graham. He is well known, as the author of a small English Grammar, published some years since, and also, for a number of years past, as the blind preacher. He has now in press a Comprehensive Grammar of the English Language, which is highly commended by those to whom the manuscript was submitted. The Book will be ready for delivery to subscribers in a few weeks, and copies of the finer edition will be sent, free of postage, to the address of any one who will remit \$1 to Prof. York, at York Collegiate Institute, N. C.

## Common Schools.

OFFICE OF LITERARY BOARD,  
RALEIGH, May 11, 1860.

The following distribution of the Literary Fund for the first six months of the year 1860, among the several counties of the State, is ordered by the Board—a tabular statement whereof is annexed: The amount due the respective counties will be paid at the Treasury Department, to the persons entitled, upon a compliance with the provisions of the law on the subject.

Alleghany, Madison and Polk counties will receive their shares from the counties from which they were respectively formed. Jackson county will receive 30 per cent. of the amount allotted to Macon county, and the balance of its share from that allotted to Haywood.

JOHN W. ELLIS, Pres. Ex-Officio Lit. Board.

<i>Counties.</i>	<i>Fed. Pop.</i>	<i>Dist. Share.</i>	<i>Counties.</i>	<i>Fed. Pop.</i>	<i>Dist. Share.</i>
Alamance,	10,166	\$1,219 92	Jackson.	—	—
Alexander,	5,003	600 36	Johnston,	11,149	1,337 02
Alleghany,	—	—	Jones,	3,395	472 20
Anson,	10,756	1,290 72	Lenoir,	6,181	741 84
Ashe,	8,539	1,024 68	Lincoln,	6,924	830 88
Beaufort,	11,716	1,405 92	Macon,	6,169	740 28
Bertie,	9,973	1,196 76	Madison.	—	—
Bladen,	8,024	962 88	Martin,	6,961	835 32
Brunswick,	9,950	714 12	McDowell,	5,741	688 92
Buncombe,	12,338	1,480 56	Mecklenburg,	11,724	1,406 88
Burke,	6,919	830 28	Montgomery,	6,166	739 56
Cabarrus,	8,674	1,040 88	Moore,	8,552	1,026 26
Caldwell,	5,836	700 32	Nash,	7,905	948 60
Canden,	5,174	620 88	New Hanover,	14,236	1,708 32
Carteret,	6,208	744 96	Northampton,	10,731	1,287 72
Caswell,	12,161	1,459 32	Onslow,	7,040	844 80
Catawba,	8,234	988 08	Orange,	14,957	1,794 84
Chatham,	16,055	1,926 60	Pasquotank,	7,708	924 96
Cherokee,	6,703	804 36	Perquimans,	6,033	723 60
Chowan,	5,252	630 24	Person,	8,825	1,059 00
Cleveland,	9,697	1,163 64	Pitt,	10,745	1,289 40
Columbus,	5,308	636 96	Polk.	—	—
Craven,	12,329	1,476 48	Randolph,	15,167	1,821 12
Cumberland,	10,634	1,276 06	Richmond,	7,936	952 32
Currituck,	6,257	750 84	Robeson,	11,080	1,329 60
Davidson,	14,125	1,694 76	Rockingham,	12,363	1,483 56
Davie,	6,998	839 76	Rowan,	12,329	1,479 48
Duplin,	11,111	1,333 32	Rutherford,	12,388	1,486 56
Edgecombe,	10,018	1,202 12	Sampson,	12,311	1,477 32
Forsyth,	10,627	1,275 74	Stanley,	6,348	761 76
Franklin,	9,510	1,141 20	Stokes,	8,490	1,018 80
Gaston,	7,228	867 36	Surry,	8,132	975 84
Gates,	6,878	825 36	Tyrrell,	4,452	534 24
Granville,	17,303	2,076 36	Union,	9,258	1,110 96
Greene,	5,320	638 52	Wake,	21,123	2,534 76
Guilford,	18,480	2,217 60	Washington,	4,780	573 60
Halifax,	13,007	1,560 84	Watauga,	3,348	401 76
Harnett,	7,089	850 70	Warren,	10,366	1,243 92
Haywood,	6,907	828 84	Wayne,	10,317	1,238 00
Henderson,	6,883	825 96	Wilkes,	11,642	1,397 04
Hertford,	6,656	798 72	Wilson,	6,754	810 45
Hyde,	6,585	790 20	Yadkin,	9,511	1,141 32
Iredell,	13,062	1,567 44	Yancey,	8,068	968 16

Total Fed. Pop.....752,542.

Total Dist. Share.....\$90,425 04.



## SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

### School Committees.

**HOW ELECTED.**—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

### Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

### Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

### Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

**OTHER OFFICERS.**—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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## COMMON BRANCHES.

We extract from the report of Mr. Philbrick, the able and efficient "Superintendent of Public Schools of the city of Boston," the following practical and sensible remarks, on the best modes of teaching some of the common branches. Many of our teachers seem to think that but little labor, and no special preparation, is necessary to enable them to teach these things successfully: yet these constitute the foundation of all education; and will they contend that a good and durable edifice can be built on a badly laid foundation? The foundation may indeed be re-constructed, after the house is erected, but this is done with great difficulty, especially if the building is one of much weight, and it is by no means the natural order of proceeding.

### PENMANSHIP.

This branch, to which I gave special attention, is evidently in better condition than it was last year, and probably it has never, on the whole, been taught so well in all the grades of our schools, as during the present year. In this practical branch, the proficiency of the pupils in the Latin and English High Schools has been very remarkable. As I stated in a former Report, the writing in most of the first and second divisions of the Grammar Schools is good, and now having examined six or eight thousand of the writing-books of the lower divisions, I am prepared to speak definitely of their progress also. The success of the lower divisions appears to be generally better than heretofore; still, the exceptions are more numerous than they need be, and the difference between the best classes and the poorest is greater than should be tolerated. I found some teachers, though I am happy to say the number was not large, who did not seem to understand the first principles of teaching this branch. They had evidently taken little or no pains to inform themselves on the subject. In consequence of this neglect on the part of teachers, the pupils suffer a great loss. Some divisions could be named, where the pupils have been using writing-books for a year or more, and yet have made no more progress



than they might have made, under proper instruction, in a single month. These, of course, are extreme cases, but they are cases which seem to admit of no justification.

The most successful teachers in this department rigidly insist upon four or five points.

1. Every pupil must sit in the right position and hold his pen correctly.

2. All the members of the class write the same copy at the same time.

3. They make constant use of the blackboard for illustrating every step in the formation of the letters, showing how all are built up from a few simple elements, and exhibiting the common faults which are to be avoided.

4. After giving the necessary instruction and illustrations, they require with the utmost strictness an *exact imitation* of the copy.

It may not be expedient to require all teachers, without regard to their taste or previous habits, to pursue precisely the same method, though in the different grades of the same school uniformity is desirable. Practice in writing should not be limited to the copies in the writing-book. In all the classes, pupils should have exercises in writing on their slates. In the elementary copy-books used in the lower classes, there are no capital letters, and pupils who have not been required to write additional exercises, sometimes leave school, after having attended one or two years, without being able to form the capitals in script. I have observed that in some cases, teachers require their pupils to write long spelling lessons on their slates before they have learned how to form the letters with even an approach to correctness. This course is decidedly objectionable. It tends to counteract the benefit derived from more careful writing in the writing-book.

#### GEOGRAPHY.

Map-drawing is now practised to a greater or less extent in all the Grammar Schools. In most of the upper divisions fine copies of maps have been executed with the pen. This kind of map-drawing has its utility, but its value is apt to be over-estimated. I would not have it discontinued. Indeed, some schools might, with advantage, carry it farther than they have. But there are other schools which have devoted full as much attention to it as it deserves. While I concede the utility of the method of drawing maps by copying them with the pen or pencil, and approve of its practice to some extent, there is another species of map-drawing which I regard as vastly more profitable; I mean the drawing of maps on the slate or blackboard, from memory. This mode of drawing maps seems to me essential to good teaching in Geography. Nor should it be reserved for the first class. It should be commenced with the first lessons, or even before a text-book is put into the hand of the child. I have no doubt the masters of the Grammar Schools would readily make arrangements for introducing this method into all the divisions of their schools, if they were satisfied that the Committee desire it. It is now practised to some extent in a number of schools. In the English High School, the Girls' High and Normal, and the Phillips Grammar School, it is taught with great success.

## ARITHMETIC.

This branch is, on the whole, in a good condition. The change in the system of arithmetical text-books which was effected last year, has produced good results. The plan of permitting the use of but one text-book on written arithmetic, and one on mental, works well. It saves both time and expense. Because it may be desirable to have a series of text-books on one branch, it does not follow that it is necessary to have a series on every branch. To require a series of written arithmetics in a Grammar School is as unnecessary as to require a series of spelling-books, unless the object be to benefit authors and publishers who make and sell books, rather than the pupils who buy and study them.

By the new arrangement respecting this branch, the lowest divisions are required to commence numerical operations upon the state in connection with mental arithmetic, and for this purpose, exercises in the four ground rules were appended to Colburn's First Lessons as a condition of its adoption as a text-book. This part of the plan has not yet been carried into effect in all the schools as fully as could be desired. In those cases where this deficiency was observed, it did not seem to be so much the result of a want of ability or disposition on the part of the teachers to remedy it, as of a want of information respecting the wishes of the Committee. But as the plan is now well understood, I trust that it will in future be thoroughly executed.

A thorough drilling in mental arithmetic with the four fundamental rules will be found nearly or quite sufficient for most of the practical purposes of life, while it forms an admirable basis for a complete knowledge of the science of calculation, and a higher course of mathematics. This is what we should aim to accomplish in this branch in the lower divisions of the Grammar Schools, and our present facilities and arrangements for doing this are ample and judicious.

Written arithmetic is generally well taught in the upper divisions. There are of course degrees of excellence in the methods pursued, and of ability in applying the methods adopted. In this, as in every work, success depends not so much upon the amount of time and strength devoted to it, as upon the skill in directing the efforts. One teacher may require his class to perform a hundred examples involving the division of a fraction by a fraction, and to repeat the rule for the operation with the utmost accuracy. Another will occupy the time in analyzing the principles on which the rule is founded, giving a few well-chosen examples to illustrate and fix in the mind the principles. Both teachers may work with equal zeal and fidelity, and they may be equally successful in securing industry on the part of their pupils, but the results they produce will be very different. The most successful teachers of arithmetic make very frequent use of that brief but very important interrogative, *why*.

## SPELLING.

The introduction of the new spelling-book (Worcester's) has given a fresh impulse to this dry but important branch of study. Two opposite extremes have been observed in teaching spelling, both of which, in my judgment, should be avoided. One consists in requiring *all* the



words of the spelling lesson to be written, and the other, *none*. Oral and written exercises in spelling should go hand in hand, and in the lowest divisions of the Grammar Schools, as soon as pupils are admitted from the Primary Schools, they should at once be taught, if they have not been taught already, to write on their slates, all the script letters, small and capital, in a fair, legible character. When this is accomplished, which in the hands of a skilful teacher will be the work of only about twenty lessons, the pupils should be required to write a small part of their spelling lessons, *good writing* being as rigidly exacted as correct spelling, and the same rules being observed as to position, pencil-holding, and style of letters, as when writing in copy-books. As facility in writing is acquired, the number of words to be written may be increased. In some classes which I visited, pupils were required to write, in a very limited period of time, whole pages from the spelling-book, when they could not write a single letter in a fair hand. The consequence was that the children were compelled to cover their slates, in great haste, with what they *called* writing, though the characters which composed it bore but a faint resemblance to those found in their copy-books. Every branch should be taught so as to promote progress in all kindred branches, and spelling should always be taught with reference to reading and writing. There are two other extremes to be avoided in spelling. The one is that of requiring every word to be defined, and the other, that of requiring no definitions.

#### READING.

Among the branches taught in our Grammar Schools, reading has long held a very prominent place. Children are not permitted to throw aside their readers as soon as they have learned to call words at sight. Reading as usually taught in the highest classes, is made the instrument of a broad and liberal culture. The ear is trained to an accurate perception of sounds; the habit of distinct enunciation is formed; the vocal powers are developed; the understanding is exercised in comprehending the thoughts, and the sensibilities in appreciating the sentiments, of the author. Collateral and illustrative information is communicated by the teachers, and sought by the pupils themselves in the books of reference. It is needless to say that reading thus taught becomes the vehicle of a large amount of useful knowledge, as well as the means of the best kind of intellectual and moral culture. It is to be hoped that this high standard of reading will be maintained in our schools, and continue to be their pride and ornament.

In some divisions too much attention seemed to be bestowed on the mechanical part of reading, and too little on the intellectual; while in other divisions the reverse of this was true. The truly skilful teacher avoids such extremes,—neglecting nothing that is essential, and overdoing nothing.

#### GRAMMAR.

Practical grammar should begin early, that is, pupils should be taught to speak and write correctly, to a very considerable extent, before they study the theory of grammar, and its application in parsing and analyzing. To ascertain what had been done in this direction, in

several schools, I required one of the divisions of the third class to write a sentence. In some cases a sentence was dictated. The following was given as a good test.

"Let all the ends thou aim'st at be thy country's, thy God's, and and truth's."

The child who could write such a sentence from dictation, with perfect accuracy, I considered already initiated into practical grammar.

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## OBSERVATIONS ON THE GEORGIA INSTITUTION FOR THE DEAF AND DUMB.

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BY JOE, THE JERSEY MUTE.

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The readers of the *Journal* will remember a short article of mine on the Institution aforesaid. I offer no apology for troubling them with another communication on the same subject, believing as I do, that they wish to know more of the character of such a school. A few days after the publication of the previous article, I received, per mail, a copy of the tenth report of the Georgia Institution presented to the Legislature of that State, July 1, 1859. I regret to record the resignation of Miss C. E. Sparks, of whom mention was made in the article. Mr. Dunlap, the principal, says that she has won for herself a deserved reputation for scholarship and success as a teacher—and has qualities, indeed, which would have insured her eminent success in her sphere of labor. Love, I fear, is at the bottom of the affair. Fair winds, smooth seas, and blue skies attend and bless you, Miss Sparks. Marriage is the sweetest flower in the path of life. I, even poor little I, know it by experience. I am itching to see every unmarried girl of to-day turn out a happy Mrs. A wild, thoughtless Miss transformed into a quiet, considerate Mrs. ! And so the world wags.

It appears from the report that since Mr. Dunlap was placed at the head of the Georgia Institution, he has devoted his time and energies to active labors in the cause of deafmute education—suggesting improvements in the discipline and management of his school, and looking out and bringing into his fold all the mute children he can find in Georgia. He intends to introduce a deafmute teacher into his school as soon as practicable. This is a good move in the right direction. Seeing that he sets about placing his school upon elevated ground, I beg leave to present to his consideration the propriety of choosing a teacher from among the most gifted of the deaf and dumb, as an act of justice to the more intelligent portion of the deafmute population. The practice of employing mutes of moderate talents in the department of instruction, with the view of giving them low wages, obtains in all the Institutions for the Deaf and Dumb in the United States (with one exception.) And more than this, the Trustees of these Institutions endeavor to make it appear that the great inequality in the compensation of the hearing and deaf teachers is justified by the limited information



which the latter possess, and by the fact that their hearing colleagues have the advantage over them in acquiring knowledge through the medium of the ear.

My friend Mr. Emery, assistant teacher in the Indiana Institution, deaf and dumb, and who has been created A. M.,—this deafmute, I say, is a happy dog. How happy he looks! and how full of hope, too! His future, he feels assured, will be bright. He is bold of face and gait; not that he thinks himself some pumpkins—far from that, he is perfectly willing to bend the knee before true merit; but the secret of his happy looks lies in an equality of wages given to him despite his deafmuteism, and the consequent consciousness of the manliness of his nature. Mentally and morally he is on a par with the hearing portion of the community, with this difference that he cannot hear. His want of hearing is no obstacle whatever in the way of making money, for his cultivated intellect can plan, direct and decide how and where to procure the wherewithal to keep body and soul together. Think of this, ye who manage the affairs of the Institutions.

Should it be deemed advisable to employ a deafmute teacher in the Georgia Institution, let one be chosen who possesses sufficient book-learning to entitle him to the degree of A. M., which, without any detriment to the reputation of that institution, can be conferred upon him as soon as he enters upon the duties of his office. M. Laurent Clerc, late Professor in the Hartford Asylum, deaf and dumb from birth, is an A. M. He is a foreigner, a Frenchman. The late M. Berthiers, teacher in the Paris Institute, born deaf, was made a Knight by Napoléon III. His superior education was the reason why he was knighted. This is no more than fair. Mr. Emery, so far as I know, is the only mute born on American soil, who has taken the degree of A. M. Mr. George, assistant teacher in the Missouri Institution; Mr. Flournoy, of Georgia, planter; Mr. Carlin, of New York, artist; Mr. Conrad, of Philadelphia, printer; Mr. Darlington, of New York, book agent; Mr. Booth, editor of the "Eureka" in Iowa; and Mr. Backus, editor of the *Cana-joharie* (N. Y.) "*Radii*," all are entitled to the degree of A. M. Why not confer this degree upon them? Let Mr. Dunlap place a deafmute skilled in the difficulties of the English language to direct the studies of mute children in that language, and make him an A. M., and the ball will be set in motion, or to drop enigmas, the officers of the other institutions will follow his example. Should he choose a teacher from among the more talented and deserving of the deaf and dumb, and confer the degree of A. M. upon him, in addition to giving him equal wages with the hearing and speaking instructors, his school will be famed over the whole world for a JUST REGARD TO THE BEST GOOD of this class of beings. Mr. Dunlap has it in his power to elevate the deaf-mutes under his care to a condition of intelligence, prosperity and refinement, such as the other Institutions have never yet seen.

The principals of the deaf and dumb schools in the United States employ deafmute assistants at half-price, giving as a reason that they are not safe guides in the acquisition of idiomatic English. Almost all the annual reports of these principals which I have read, abound in *willful* murders committed by them or the English of Lindley Murray. For example: "Some are careless and indifferent. Other some are

desirous of educating their unfortunates, but are not able to defray their traveling expenses to the Institution."

Again: "Should it be thought advisable, at any time, to introduce a deafmute teacher in our school, we would be compelled to look to some of the other institutions; none could be found among our pupils sufficiently educated."

The phrase "defray their traveling expenses to the Institution," is, if not incorrect, at least strange. *Defray the expenses of journey to the Institution*, would be a better form of expression. The principal of one of the leading Institutions is sometimes guilty of grammatical inaccuracies, as here for example, "Young men are sometimes found in our literary Institutions who exhibit uncommon powers of mind, and such decided marks of genius as make it desirable for them to enjoy superior advantages for improvement; advantages that can *only* be enjoyed in foreign universities." It is strange that so talented a man as he really is, should have failed to see how much of sense is lost in the inversion of the "only enjoyed." Why not have written, enjoyed only in foreign universities?

These are merely a few taken at random from among a multitude of offences committed by the principals against the rules of grammar. "People who live in glass-houses must not throw stones." I make these remarks in no spirit of unkindness.

In the Hartford Asylum mute teachers are liberally paid, and the same justice is done to them at the Ohio Institution. The Directors of these Institutions deserve the thank-offering of every educated mute in the land for treating the deaf teachers as *men*. Let Mr. Dunlap cut off all distinction in remuneration between the hearing and deaf teachers employed in his school. If he only does this, it will be an occasion of great rejoicing; and his name will be embalmed in the hearts of multitudes of mutes yet unborn. Let the generous spirit which glows in the bosoms of the managers of the French Institute for deafmutes, stimulate his actions. No distinction exists with regard to the wages of the instructors in the French Institute, as also in a similar establishment at Montreal, W. C.

I had the pleasure, last spring, of talking with a deaf and dumb gentleman, by name Joseph S.—, who had come to Philadelphia from a flourishing town in the interior of Pennsylvania, on business connected with a large mercantile firm, of which he is a member. By close attention to the minutiae of business, he has realized a fortune, it is said, of forty thousand dollars, and this, too, when he is still in the prime of life. [His brother, also a mute, is engaged in the lumber business, and I have been assured by those who know him, that he is driving a good trade.] I never shall forget the emotion with which I saw Joseph's daughter, (about verging into womanhood,) dressed in the extreme of fashion, yet with a strict regard to the rules of good taste. Mr. Booth, to whom reference has already been made, is in part proprietor of the paper he edits. Mr. Backus, as I have said, is editor and proprietor of the *Radii*. Mr. Compton, deaf and dumb, owns property to the amount of about \$60,000, and has been engaged in the fishery for many years. All these mutes were formerly low-salaried teachers, and resigned their profession on account of insufficiency of salary. They know exactly the



"when" and "where" to provide the necessities of life for themselves. It is to be hoped that Mr. Dunlap will not imitate the principals of the other Deaf and Dumb Institutions, in employing deafmute teachers at a low rate of compensation.

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## THE SILENT ACADEMY, OR THE EMBLEMS.

TRANSLATED FROM THE FRENCH.

There was at Amadau, a celebrated Academy, the first statute of which was couched in these words. "The Academicians shall think much, write little, and speak only the least possible." This was called the Silent Academy; and there was not in Persia a truly wise man, who had not the ambition of being admitted there.

Doctor Zeb, author of an excellent little work, entitled "Le Baillou," or "The Gag," learned, at a remote part of his province, that there was a vacant place in the Silent Academy. He immediately set out. He reached Amadau, and, presenting himself at the door of the hall where the Academicians were assembled, he requested the door-keeper to deliver a note to the President. Dr. Zeb humbly asked the vacant place. The door-keeper immediately executed his commission, but the Dr. and his note arrived too late. The place was already filled.

The Academy was desolate at this disappointment. They had received, a little in spite of themselves, a person of good mind, and whose lively and flippant eloquence, had gained the admiration of the Court, and now saw themselves compelled to refuse Dr. Zeb, the scourge of boasters—a head so well formed, so well furnished. The President being appointed to announce to the Doctor the unpleasant news, could scarcely bring himself to the point, and knew not how to introduce the subject. After having considered the matter a little, he caused a large cup to be filled with water, but so full that one drop more would make it overflow. Then he gave the signal to introduce the candidate. He approached with that simple and modest air that almost always accompanies true merit.

The President arose, and without uttering a single word, with a look of grief, he pointed to the emblematic cup, that cup so exactly full.

The Doctor comprehended the rest,—that there was no place for him in the Academy.

But without losing courage he considered how he might make them understand that a supernumerary academician would not at least de-grade them. He saw at his feet a rose leaf. He picked it up and placed it delicately upon the surface of the water, and did it so nicely that not a single drop of the water escaped. At this ingenious reply, they all clapped their hands, and left their rules to sleep for that one day, and Dr. Zeb was received by acclamation.

They immediately presented him the register, wherein those received should inscribe their names. He did so therefore, and there remained nothing more to be done, except to give, according to custom, an expression of his gratitude.

But like an Academician, truly silent, Dr. Zeb returned his thanks without saying one word. He wrote upon the margin the number 100. It was the number of his new associates. Then placing a cipher before the number, he wrote underneath, "They are worth neither less nor more for it."

The President replied to the modest Doctor with as much politeness, as presence of mind. He placed the figure 1 before the number 100 and wrote, "They are worth ten times as much for it."—*Mich Jour. Education.*

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### WHAT SHOULD THE TEACHER STUDY.

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Every Teacher should be a student. Unless he is, he cannot be successful in his business. The knowledge which he would impart to the eager minds of his pupils must be fresh and bright in his own. It will not do to present it to them mouldy and rusty from the repository of a treacherous memory. The teacher's mind must be full of what he would teach, he must, therefore, be constantly learning and reviewing. No matter how great the attainments of any one may be in learning, he is no teacher at all if he does not do this. But, perhaps, the kind of advice often given to teachers with regard to this matter, is not calculated to do them much good. On reading certain works, and listening to certain persons professing to give valuable information, as to what teaching and teachers should be, we are inclined to think that our advisers are not giving us the results of a successful experience, but are merely saying something which everybody says, and which they think they are expected to say. The popular idea of a teacher, gathered from these sources, is, that he should know everything. The range of studies marked out for him, and which he is assured cannot be dispensed with, would startle Humboldt himself. He must be perfectly at home in every department of natural and mathematical science; be familiar with several languages; is inexcusable if he does not know all history, and must at the same time be well acquainted with what is going on in the world about him. Men, whose mental abilities were of the highest order, have devoted their lives to one of these departments of knowledge, and have scarcely been more familiar with it than the teacher is expected to be, by these wiseacres, with all. These requisites are absurd, and would not deserve to be even noticed, but that they are found connected with much really excellent advice in our most popular works on teaching, and are likely to do mischief, especially with young and zealous teachers, at once ambitious and conscientious. Teachers ought to know that it is not their business to crowd their own brains or the brains of their pupils, with facts gathered from all the vast realms of knowledge. Their work is to develop the latent powers; to stimulate the thirst to know, which is the peculiar characteristic of every child until it is destroyed in him by mistaken methods of education. If the young student, on leaving school, feels not that he has learned everything, but that he has only commenced to learn some-



thing of the mysteries which surround him, his instructor may be satisfied that he has done his work well. If a teacher has ever succeeded in teaching one principle in science, or in explaining one of the numberless phenomena of Nature, so that his pupils shall understand it, and feel its beauty, he has taken a great step in giving life and purpose to the young energies of their minds. The quantity of seed that produces an abundant harvest, bears but a small proportion to the harvest itself.

What the teacher should study, is the art of teaching. He should not toil to acquire more knowledge when he cannot communicate well what he already possesses. It is not wise for him to commence the study of the dead languages, when he has not yet succeeded in teaching his own; or to desire to become a profound mathematician, when he cannot explain simple interest so that his class shall thoroughly understand it. And yet, it is too true, that a great many teachers are much more desirous to obtain a reputation for high attainments in scholarship, than to understand and teach *well* those branches which they profess to teach. All such petty vanity should be laid aside by any person who honestly intends to do his duty in his profession. He should study to make himself a skilful instructor, not a mere pedant. Whatever he attempts to teach, he should first know well himself, and then endeavor to convey it to his class in the best manner. His aim should be to keep his school busy, animated, interested, enthusiastic: to keep from their minds the idea that to undertake a great many studies, with sounding names, and to carry to school and back a vast pile of books, is education; to imbue them with the principle that, to learn a little well is to learn much; that to understand one page of their books thoroughly, is better than to go over fifty in a superficial manner.

It has often been impressed upon the teacher's mind, by those who offer him advice, that his position is a fearfully responsible one. It has been urged upon him never to forget this fact, but, out of school as well as in school, forever to labor for the good of his scholars. If he would do all that is requested of him, he would burn his midnight oil into the morning hours, and be carried, before a very great period, either to his grave or to the insane asylum. It is not my purpose to speak lightly of the great responsibility of the teacher, but the advice given by these persons is the worst possible for any one to follow who wishes for success in the business of teaching. Every one who is himself a teacher, knows how trying, even under the most favorable circumstances, are the duties of the school room. "The price of good order," it was once remarked by an experienced teacher, "like that of liberty, is eternal vigilance." The eye must never cease watching, relax but for a short time and your labor will be only made greater. You have all kinds of character among your pupils: some affectionate and docile, the majority well disposed, but thoughtless; some impulsive and restless, and, perhaps, one or two positively vicious. These must all be controlled with a firm and steady hand. And, besides this, *yourself*—sometimes a rebellious subject—must be governed. The temper must be watched, that the tongue may be moved to no impatient expression—always detrimental to rule. You must guard even

good-nature, that it may not degenerate into weakness. Add to this the life which you must expend in school during the day, the energy, the enthusiasm, which, if you would succeed, you must keep alive in yourself, because your scholars must, if possible, be possessed with them; and you have summed up only a part of your work. The tired teacher! How naturally these words go together, how many have felt their meaning on leaving school at the close of the day, during which every nerve has been unnaturally strained, and the mental powers overtaken!

In this state, we are requested to consider our fearful responsibility, and to spend our leisure hours in studying something which can be of no possible use to us, or in puzzling our brains over some curiosity in science. To do anything of the kind, would be far worse than useless. Always we should prepare carefully the lessons for the coming day, always know exactly what we are going to do, but, this duty performed—and it need not and should not be permitted to occupy a great length of time—we should forget school, forget even our responsibility, act as if we had nothing to do but to live and enjoy life, and we shall certainly go to school the next day much better fitted for our work, than if we had taken the advice, to the letter, of the author of "The Theory and Practice of Teaching." The teacher needs especially the qualification of sound health. Every one who has studied this matter, knows what an intimate relation exists between disordered nerves and disordered views of things; between bad digestion and bad temper. An invalid cannot be a successful teacher because he is every way weak; physically, mentally, and morally.

No one, therefore, who has the charge of a school, should ever undertake any work in his leisure time which will interfere with the proper care of health. It should be the special business of every teacher, out of school hours, so to spend his time that he should present himself before his pupils the next day, not depressed and fretful from too much study and want relaxation, but well, cheerful, and self-possessed. We must, sometimes, do nothing in order to be able to do much, some one once remarked that "the most contemptible object in creation is a lazy teacher." But, ill-directed industry, is almost as bad as idleness. When we study—and, as has been said before, the teacher should study—it should be with direct reference to the improvement of our schools. No knowledge is worth anything to us as teachers, which cannot be used for this object. What we want in our schools, generally, is not profounder scholarship, but better teaching. All of us know more than we can communicate well. How to awaken enthusiasm in our pupils, and give them a real love for study; how to keep them busy, and yet not overburdened; how to keep ourselves firm, patient and clear-brained; these objects it should be our constant endeavor to attain. If we can succeed in doing all this, we may well afford to be ignorant of many things. On the other hand, if we could boast the highest scientific attainments, and are yet poor teachers, we have utterly failed in the true purpose of life, which is, so to do our work that the world may be the better of our having made our appearance in it.

A pedantic schoolmaster is thus described by Charles Dickens



"He and some one hundred and forty other teachers, had been lately turned, at the same time, in the same factory, on the same principle, like so many piano-forte legs. He had been put through an immense variety of paces, and had answered volumes of head-breaking questions. Orthography, etymology, syntax and prosody, biography, astronomy, geography and general cosmography, the sciences of compound proportion, algebra, land surveying and levelling, vocal music, and drawing from models, were all as at the end of his ten chilled fingers. He had taken the bloom of the higher branches of mathematics and physical science, French, German, Latin, and Greek. He knew all about all the Water Sheds of all the World and all the names of all the rivers and mountains, and all the productions, manners and customs of all the counties and all their boundaries and bearings on the two and thirty points of the compass. Ah, rather over done. If he had only learned a little less how infinitely better he might have taught much more!"—*The Educator*.

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### DISCOURAGEMENTS OF TEACHERS.

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Much of the labor of man proves in the end destitute of beneficial results. He bestows it, if of ordinary prudence, where he has a reasonable prospect of success, but he cannot tell which shall prosper, this or that expenditure of time, strength and money; which Divine Providence will favor, and which it will frown upon.

The frost may blast his early blossoms; the floods wash away his crops; the hail beat them into the ground. Or when gathered, the lightning; the ordinary casualties of life, or the torch of the incendiary may deprive him in an hour of the rewards of months of toil. Fire and chance happen to all. But the business of the world goes on; many, and the great majority, gain their end, or at least a competency. This illustrates teaching. They who give instruction sometimes get no pay and no thanks; and they upon whom their efforts are spent, get no benefit. They pay no attention; they seek no profit to themselves. It is like planting corn upon a flat rock. It is discouraging to a faithful teacher, when he is wearing out his mind and heart and body to benefit his pupils to see some of their minds after all utterly blank: they have been in the midst of knowledge where it would seem as though it would require a positive effort not to gain something; and that they must purposely cultivate ignorance, not to know more than they do. Sometimes, after parents have spent a great sum of money to carry a son through college, he could not enter again. Except the acquirement of habits of indolence, drinking and smoking, and others still worse, he is as he was before. And perhaps we may say that of all the money spent upon collegiate educations, nearly one half is lost as to any beneficial results. But,

1. The teacher may have the consciousness of trying to do his duty and throwing the responsibility on the pupil.

2. He cannot tell till after trial, and it may be somewhat protracted, which will do well in the end. Those who are dull at first, and perhaps for a long time, make good scholars, at last. The world is full of such examples.

3. This is according to the analogy of nature. The object of rain is to benefit the earth; but it falls on the sea; on deserts and so, much fruit grows where it benefits no one. Much seed sown rots in the earth.—How many millions of animals dies at their entrance on life; a large part of the human race die in infancy. Much of preaching is to appearance lost. “Full many a flower is born to blush unseen and waste its sweetness on the desert air.”

OBWIBETIC.

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From the Vermont School Journal.

### VIEWS OF THE REFORMERS ON POPULAR EDUCATION.

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One of the biographers of Luther remarks :—Schools are an essential part of Protestantism. It admits of no Church to think and decide on all matters of religion for its members, no Priesthood to interpose as interpreter of the Divine will for the laity, no Pope or Council to settle the authority. The Reformers, in giving the Bible to the people, in relying on its grammatical interpretation as the true and only authority in religion, made the study of the Bible, and whatever other studies are preparatory to it, indispensable. Not only the education of the clergy, but a high degree of intelligence among the people, is involved in the very theory of Protestantism. No man ever felt this more deeply than did Luther. The education of the young, next to the preaching of the Gospel, lay nearest his heart.

As early as 1520, three years after the beginning of the Reformation, he had laid special stress on the necessity of reforming and improving the schools, in his eloquent address to the Christian nobility of the German nation. In 1524 he wrote a remarkable production, entitled “An address to the Common Councils of all the Cities of Germany, in behalf of Christian Schools.”

In what estimation he held the teacher's office, we have from his own lips. “The diligent and pious teacher,” he observes, “who properly instructeth and traineth the young, can never be fully rewarded with money. If I were to leave my office as preacher, I would next choose that of school-master, a teacher of boys; for I know that, next to preaching, this is the greatest, best, and most useful vocation; and I am not quite sure which of the two is the better; for it is hard to reform old sinners, with whom the preacher has to do, while the young tree can be bent without breaking.”

In pleading so earnestly for public “Christian Schools,” Luther by no means overlooked the importance of domestic education, but rather insisted on it no less strenuously. He thought that the beginning in education needed to be laid at home, and that domestic influences must constantly be employed in support of the discipline of the schools. Indeed, with Luther education consisted not merely in the acquisition of knowledge, but also in the formation of character. The former stood in the relation of means to the latter. His views on some of these points may be easily gathered from the following truthful observation: “Where filial obedience is wanting, there no good morals,



no good government can be found ; for if in families obedience be not maintained, it is in vain to look for good government in a city, or province, or kingdom, or empire. For the family is the primary government, whence all other government and dominion on earth take their origin. If the root be not sound, then neither the tree nor the fruit will be good."

In 1527, a visitation was made of the churches and schools in the Electorate of Saxony, in which more than thirty men were employed a whole year. The result, in respect to education, was, that "the Saxony school system," as it was called, was drawn up by the joint labors of Luther and Melancthon, and thus the foundation was laid for the magnificent organization of schools to which Germany owes so much of her present fame. The Reformers were the fathers of the German system of education, improved indeed, but never radically changed, by their successors, till the present day, a period of more than three centuries.

Besides the schools were kept seven days in the week ; or, in other words, there were regular Sunday Schools then, as now, only the teachers were the same as on other days of the week, the studies being varied and adapted to the Sabbath.

From all this it will appear that the nineteenth century has made less advance than is commonly supposed, upon the sixteenth, in respect to the education of the young. In respect to books and organizations, there is a great difference. In respect to the thing itself, the object sought, the comparison would not be discreditable to the Reformers.

The foregoing extracts I have made from President Sears's *Life of Luther*, thinking they may be of interest to your readers, as giving some glimpses of the history of popular education—who were its most liberal-minded and zealous promoters, if not its originators. Other extracts might be made from Luther's letters, given in the same biography, showing that he regarded the education of the whole mass of the young as so closely connected with the public welfare, that rulers should see to it that schools are provided for all at the expense of the State, and that all the young should be trained in the schools.

A. FARMER.

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## MAP DRAWING.

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Map drawing should be practiced in teaching Geography. No other exercise is so serviceable in imprinting upon the mind of the pupil, that mental picture of the shape and relative position of the different countries and divisions of water, which is so necessary for a profitable knowledge of Geography. Much of the instruction given in this branch, is like water taken up in a basket—soon lost forever. A greater part of the early instruction should be done with the globe, and by exercises in Map Drawing. Not Map-tracing or copying, of course, but independent Map Drawing. The exercises should be such that the pupil shall be able to draw any country, without a map "to copy from," so that the size, shape, and other important features shall be

correct. Practice and judicious instruction will give almost any pupil that ability in a short time. When once acquired, it is worth volumes of "descriptions" arbitrarily and parrot-like committed to memory, soon to be forgotten.

### THE POWER OF *IT*.

A little boy, not six years old, asked his papa this question: "Is not *it* a very important word?" "Why do you think so my boy?" "Why," says he, "it is time to milk, and time to eat, and time to go to sleep; and *it* is a great many things." And so it is, and what could we do without *it*? *It* is God who makes the sun rise; and *it* is the sun that shines by day; *it* is the moon that shines by night. *It* is the earth on which we live. *It* is the food we eat. *It* is the water we drink. *It* is the air we breathe. *It* is the body that dies; *it* is the soul which thinks. *It* is Queen Victoria who reigns in England. *It* is plain Mr. Buchanan who is our President. Paul says, Rom. 8:34, "*It* is Christ that died." Where can we look, either in English, or Latin (id) without seeing *it*? *It* is everything; *it* is everywhere; *it* is always with us; we cannot escape *it*. And yet, though *it* is very ancient; and *it* snows, and rains, and hails; and performs other remarkable phenomena, alone; and some persons *foot it*, when they cannot ride; and the poet, Pope, "*singers it*, and saints *it* sometimes; and though *it* is found in the first and the last chapters in the Bible, *it possesses* nothing between. *It* did not begin to *own*, the least thing it was so small, but so powerful, till a late period in the world. What is now *its* was formerly his, and in 1611 when the present version of the Bible was made there was no *its* in the language, but *it* had belonged to *him*. Marsh in his Lectures on the English Language, page 398, says: "The precise date and occasion of the first introduction of *its* is not ascertained, but it could not have been far from the year 1600. I believe that the earliest instances of the use of the neuter possessive yet observed are in Shakespeare, and other dramatists of that age.

Most English writers continued for some time longer to employ his indiscriminately with reference to *male* persons or creatures, and to inanimate impersonal things. For a considerable period about the beginning of the seventeenth century, there was evidently a sense of incongruity in the application of *his* to objects incapable of the distinction of sex, and, at the same time, a reluctance to sanction the introduction of the new form *its* as a substitute. Accordingly, for the the first half of that century, many of the best writers reject them both, and I think that English folios can be found, which do not contain a single example of either. Of *it*, *thereof*, and longer circumlocutions were preferred, or the very idea of the possessive relation was avoided altogether. Although Sir Thomas Browne, writing about 1660, sometimes has *its* five or six times on a single page, yet few authors of an earlier date freely use this possessive, and I do not remember meeting it very frequently in any writer older than Thomas Heywood. Ben Johnson neither employs *its* in his works, nor recognizes it in his grammar. It occurs rarely in Milton's prose, and not above three or four times in his poetry. Walton commonly employs *his* instead. Ful-



ler has *its* in some of his works, in others he rejects it, and in the Pisgah sight of Palestine, printed in 1650, both forms are sometimes applied to a neuter noun in the course of a single sentence. Sir Thomas Browne on the other hand, rarely, if ever, employs *his* as a neuter, and I think that after the Restoration in 1660, scarcely any instances occur of the use of the old possessive for the newly formed inflection.

Now, if you print this, and the public are not satisfied with it, we shall *get it*, for our *w-its* unless there is a tie in the vote, and *it* will be reversed, and we will all exclaim, QU-ITS!

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### UNION OF THE SEXES IN COMMON SCHOOLS.

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Mr. Stowe, a celebrated Glasgow teacher, in advocating mixed schools, or the union of males and females in the same room, says:

"It is stated on the best authority, that of those girls educated in schools of convents, apart from boys, the greater majority go wrong within a month after being let loose in society, and meeting the other sex. They cannot, it is said, resist the slightest compliment or flattery. The separation is intended to keep them strictly moral; but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise the girls as high, intellectually, without boys as with them—and it is impossible to raise boys morally as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this, girls themselves are morally elevated by the presence of boys, and boys are intellectually elevated by the presence of girls. Girls brought up with boys are more positively moral, and boys brought up in schools with the girls are more positively intellectual, by the softening influence of the female character."

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### MORAL INSTRUCTION.

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To make our schools what they should be, the conservators and stimulators of all goodness and enterprise, they must be made redolent of moral influences, they must at all times be filled with the all pervading presence of virtuous instructions.

It must be the teacher's duty to study daily in what manner he can best form his scholars to the manners of good, law abiding citizens, and brave hearted, energetic defenders of the weak and defenseless. He must remember that no external ornaments of learning—no mere polish of refinement—can atone for the possession of a debased and unworthy soul.

We must insist on this high unsectarian moral instruction in all the school-rooms which the State sends its money to support and its officers to oversee.

We must insist that a moral character, is the first requisite in a teacher and that an ability to teach the same morality, is a matter of higher importance than any amount of secular knowledge.—*Romoke*  
*August.*

## PROMPTNESS.

The first virtue in a school exercise is, of course, *accuracy*; but scarcely less important, in its bearing, not only upon the process of education in school, but upon its working value in life, is *promptness*. If knowledge is power, how manifestly does the extent of one's *available* power depend upon the readiness with which his knowledge can be summoned to use. The power which knowledge brings to some men, is only such as is latent in a sword locked in the cabinet or rusting in the scabbard. What though it be of the finest Damascene, if it be too heavy or too costly to wear and use, it is of less value in the battle of life than a weapon of far inferior temper kept always sharp and burnished and by the side.

Now, when we remember that the main purpose of elementary education is, not so much to impart a little knowledge, as to form good habits of acquiring and using knowledge, we shall see the importance of cultivating Promptness as one of the cardinal virtues of the school-room. I am afraid we do not estimate duly the influence which the exercises of school necessarily have in the formation of mental habits in young minds, and how much they might contribute to the formation of good habits. Some pupils are allowed to get into the habit of taking a question as leisurely as if one should say,—“At some convenient future time, sir, I will take that question into consideration:” the teacher and the class sit in expectation, the one paring his nails, the others scribbling on the blank leaves of their text-books, as though they would say,—“Please to favor us at your earliest convenience.” I am tempted to say, in spite of the assertion I began with, that, even if a correct answer come at last, (which is quite improbable in such a stagnation of the faculties,) a good, prompt, downright blunder would have been better. It certainly would have been more hopeful. It is plain enough what such scholars will come to. Their knowledge will always be “to seek,” according to the old expression, when it is wanted. They will be of that stupid class who “know, but can’t think.” When on examination, or in any emergency, in school or in life, where a little knowledge is wanted impromptu, they will always be confused, embarrassed, nonplused, good for nothing.

I know a teacher who tells his scholars that if he were to go to them when they were asleep at night, and shake them, and thrust a book into their face, and say,—“Here—translate this,” they must be ready to do it on the instant. And I verily believe they would. I believe the sound of that sharp voice, that never tolerates the tick of a watch between question and answer, if heard in the midst of the deepest sleep, would impel them, instinctively, to “rouse and bestir themselves, ere well awake.”

The teacher’s success in securing promptness in his pupils will depend very much on his own promptness. There is a wonderful contagion in all mental operations. In ordinary conversation, we almost unconsciously talk faster and think faster than our wont, with a man who speaks fast to us, and we take our time with a man who is himself deliberate. The teacher must be as prompt as his own standard. He



must "know what he knows." If he expects ready answers, he must be ready with his questions. Every appearance of hesitation or doubt in him, sanctions and reproduces hesitation in them. To maintain this alertness will require preparation on his part—but what teacher can expect to succeed in anything without it?

The teacher to whom the writer was indebted for his early education, had an excellent scheme for stimulating his scholars to rapid performances in Arithmetic. A problem was read to the whole class. If one in Mental Arithmetic, the answer simply was to be written on the slate. If it required an operation, it was to be wrought out and the result underscored. The first who finished his work laid his slate, face downward, upon a table, the others piling theirs upon it as they severally got ready. When all were done, the pile was turned over and the results read in their order: the first correct answer entitled its author to the head, and so on. It by no means turned out that the quickest were the surest—but the general effect of the exercise was to stimulate the quick to be surer, and the sure to be quicker.—Other exercises we had in other branches, with the same intent. Among others, we had, regularly, on Monday morning, a half-hour's exercise in turning up texts in the Bible, chapter and verse being given by the master, and the first finder reading the passage aloud.—These exercises were always immensely enjoyed by the school. Any teacher can invent schemes of this sort for himself,—such as best fall in with his own plans. But something of the kind, now and then, I believe to be very useful in quickening the faculties.

Of course there is a judicious way of cultivating promptness. Some minds are naturally quicker than others, and can safely be required to react upon a question with more rapidity. But we are not to encourage and commend promptness in a way which will imply that the quickest minds are necessarily the best. We must not so manage our exercises as to discourage those slower but perhaps finer intellects, that will excel where judgment and reflection are in request. We must not force any mind to undue haste, for this will result in a habit of guessing, and jumping at wrong conclusions. But, remembering that the faculties will grow in proportion to the demand made upon them, *up to a certain point*, we must seek to secure in every one the greatest possible promptness consistent with other requirements.—*Vermont School Journal*.

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EFFECT OF EMPHASIS.—Lord Edward Fitzgerald made a statement in the British House of Commons that was offensive to the majority. After a long time spent in inducing him to apologize, he submitted the following words, which, according as they are emphasized, appear as an apology, or a repetition of the objectionable statement: "I am accused of having declared that I think the lord-lieutenant and the majority of the House the worst subjects of the King. I said so, 'tis true, and I am sorry for it."

## THE BEST PHYSICAL EXERCISE.

After all the inventions, erections and temporary eulogizing of the *gymnasium*—after the costly experiment, for a time, of horseback riding, nine-pin rolling, and other games—after the novelty of military drilling, too exacting on the time and purse of the student, too starched and mechanical in the style of carriage it gives, and too demoralizing in its associations—after all devices, the wise man comes back to the simple thing of walking. In the old beaten track the man of perfect health and physical development hale and hearty, holds on the even tenor of his way, till, staff in hand, he steps into his grave. The history of this branch of education is most instructive. The empirical Greeks, especially the dreamy among their philosophers, first introduced gymnastics. The end sought by these exercises was not one practical with us. Then men were to fight hand to hand, and the gymnastics of the Greeks seemed to be adapted to train men to this mode of combat. Diodorus, however, the Roman historian, in the Augustan age, writes from Egypt: "They think that from daily gymnastics in the palaestra youth will gain not sound vigor, but only a temporary strength, and that at great risk of injury." It was not, then, from Egypt that Pythagoras and Plato brought gymnastics; and when they had introduced them into their schools, the practical followers of Aristotle so preferred the round-about town ramble for physical culture, that they received the name of "Peripatetics," while the ultra conservative stoics were satisfied with promenading and lounging upon their porticoes.

It is refreshing, almost invigorating in itself, to the robust peripatetic of our day, panting and with the thrill of his morning and evening walk, running through every fibre of his frame, just to think of the men that have preceded him in this line which he has marked out for himself. He is the companion of Abraham, rambling over the hills of Palestine, of Jesus, walking two miles out of Jerusalem every night, and back in the morning, of Paul, "minding himself to go afoot;" and he is the fellow partaker with a long line of men in secular life, most masterly in their power of mind in every age and land, because the framework of mind's mighty enginery has been kept in its strength by the renovation of walking.

It is instructive to the educator, when travelling in Europe, to observe the students in the German Universities spending their summer vacations in tramps among the Alps, with their knapsacks on their backs, their stout shoes on their feet, and strong staves in their hands; gaining thus a vigor and health which is kept up during the severe tasks of their sessions of study by evening promenades on the shady walks around most of the cities of Europe. In fact, all experience shows that, while other resorts may be valuable as temporary restoratives, the location of an institution of learning where long and pleasant walks are not only possible, but necessary, with the addition of a covered promenade for inclement weather, is the best provision for physical education.

*Pres. Samson.*



## WANT OF MORAL EDUCATION.

This will be allowed by all who observe the vice and depravity which reign in towns and villages. Consider, for instance, the common spirit and practice of our trade. Its dishonesty has become a proverb. Many a heathen would repudiate with indignation, habits not uncommon among christian Englishmen. Every one knows, for instance, how prevalent are the practices of adulteration. Many who assume an air of devotion on the Sundays, think it no crime to God and man, to spend six days of the week in selling *false goods*. They will poison their neighbors in their haste to be rich. They will sell adulterate food to the healthy, and adulterate drugs to the sick: and even to brave soldiers abroad, who have shed their blood for their country; and while they are selling their souls for their daily bread, will often be offended if they are denied the name of Christian. This corruption of trade is generally imputed to the incorrigible depravity of human nature. But it may be too easily assumed to be incorrigible by those who do not look for its causes in the deficiency of *moral education*.—*R. A. Thompson.*

## TONIS AD RESTO MARE.\*

AIR:—*Oh, Mary heave a sigh for me."*

O mare æva si forme,  
 Forme ure tonitru;  
 Iambicum as amandum;  
 Olet Hymen promptus;  
 Mihi is vetas an ne se,  
 As humano erebi;  
 Olet mecum marito te,  
 Or *eta beta pi*.

Alas plano mœre meretrix,  
 Mi ardor vel uno;  
 Inferiam ure artis base,  
 Tolerat me urebo.  
 Ah me ve ara silicet,  
 Vi laudu vimen thus?  
 Hiatus arandum sex,—  
 Illuc Ionicus.

Heu sed heu vix en imago,  
 Mæ missis mare sta;  
 O cantu redit in mihi  
 Hibernas arida?  
 A veri vafer heri si  
 Mihi resolves indu:  
 Totius olet Hymen cum,—  
 Accepta tonitru.

\* To be understood by the sound, not by the sense in Latin.

## Common School Department.

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### DISTRICT COMMITTEES AND THEIR DUTIES.

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By Rev. C. H. WILEY, Superintendent of Common Schools for the State.

As our common school system is at present organized, no part of its machinery is more important than that relating to District Committees.

The duties of this class of officers as defined by law are neither numerous nor laborious—yet they are of such a character that mismanagement and carelessness in their discharge may cause the greatest injury.

It is not essentially necessary to be a good scholar in order to make a good committee man.

These committees more immediately represent the people, in theory at least, than any other class of officers; and their duties are such as the people themselves, or parents and guardians might perform.

Those duties, as defined by law, are mostly embraced in the following summary, to wit:

*First.* To make an annual return, in writing, to the chairman of the Board of County Superintendents of Common Schools of the number and names of the white children in their District over 6 and under 21 years old.

*Secondly.* To select sites for school-houses, and to build, repair and keep in order these houses.

*Thirdly.* To select teachers from the number of those licensed according to law, agree with them for the length of school, and the wages of teaching—fix the time for holding schools, and at the end of the sessions make a report in regard to them to the chairmen, accompanied with drafts on them for the teachers' salaries.

*Fourthly.* To visit the Schools from time to time, to see how they are progressing and what is the condition of the houses, &c., as an encouragement to both teachers and pupils.

Now, all that is here required can be faithfully performed without a greater sacrifice of time and labor than any parent ought to be willing to make for the education of his children; nor does the proper discharge of these obligations demand any great amount of learning. It is very true that it requires sound judgement and discriminating taste properly to locate, construct and furnish school-houses; and under ordinary circumstances, it requires an educated man to judge of the intellectual attainments of others.

But it must be remembered that few, even of the educated, have a talent for architecture; and that in all communities when it is designed to construct an important building, they have to apply to those who have special endowments for such matters. All that is wanted in an individual or a committee having it in charge to construct a private or



public edifice is *good sense*, and a *disposition to learn*; and in such cases men will be hunted out and found, who can furnish proper plans.

No District Committee in North Carolina, however obscure their neighbourhood, need be without judicious advisers of this kind; for if, which would hardly ever happen, no one in their own region could furnish them a plan, they could easily apply to the General Superintendent who would take much pleasure in furnishing complete plans and details. He keeps himself well informed as to the progress of school architecture in all parts of the country—has the leading books on the subject, and a great many drawings and descriptions of chairs, stools, desks, stoves &c. &c.

And so in regard to the selection of teachers, committees, though themselves uneducated, may have the most reliable information as to their moral character and their mental qualifications.

There is, in every county, a committee who examine and pass on the claims of those who wish to teach; and it is very seldom the case that there is not at least one man on the committee whose intelligence and weight of character is acknowledged by all.

Now, the District Committee wishing a good teacher, though the members of it may have little education, has the following means (generally effective) of enabling it to make a judicious selection:

In the first place all who are allowed to teach have certificates from the examining committee; and these certificates are so given as to show on their face, in a very plain way, the relative rank of the holders. Again: the committee can easily call on the examining committee, and look over the lists of all who have been examined during the year, and see what is the character and standing of each.

This would cause little trouble, and in a matter of such great importance no honest, reasonable and liberal man would refuse it.

In the third place, the committee could talk with those members of the examining committee who are known to be men of intelligence—and finally, they could easily call on others in their vicinity whom they know to be good scholars, to aid them in selecting, or enquire as to the character and standing, of the different candidates, among the educated classes in the communities where these teachers had taught or lived.

Thus it will be seen that it does not require education merely to enable a district committee to perform, in a judicious manner, the most important of its duties, and that the plea of ignorance is not valid.

Besides all this, every district committee is authorized by law to obtain, at the public expense, a copy of the *N. C. Journal of Education*—and a year's reading of this periodical could not fail to enable any committee to act with prudence, and would at least and certainly teach it how to obtain needed information.

The real difficulty, then, is not ignorance: it is something a great deal worse, it is *prejudice*, *bigotry*, and *carelessness*.

Some committee men are wedded to old prejudices—some are like other men, egotistical and bigoted—some are careless and indifferent—and some are influenced by all these at the same time.

There are alas! many such men among all classes; and it is neither impossible nor uncommon to find even educated men who are so bound

to certain forms, usages, ideas and ways that it would take a moral earth-quake to shake them loose.

Vast numbers, in all the walks of life, mistake mere *usages* for *principles*—and they vainly imagine that they are conservators of unchanging truths, while they are the mere slaves of habits which have no inherent principle of life.

The chief cause of all this is man's innate pride. He is unwilling to learn because he will not believe that he is fallible; and thus, while he appears to be standing up for old truths, he is merely opposing all truth which in any way wounds his own self-love.

Often, parents are opposed to the education of their children at all, for the same reason; and while their ostensible cause of opposition is, the fear that instruction may spoil their off-spring, their real governing motive is a dislike to do for their children anything that will look like a confession that their fathers were not as wise and perfect as men ought to be.

The same principle underlies much of the opposition to new methods of teaching—and they are discountenanced not really from any honest opinion as to their merits, but because their adoption would seem to be a reflection on the manner in which the parent was instructed.

Here is the great secret spring of human action, and the cause of untold difficulties in this fallen world: it is the inherent selfishness and vanity of our nature, leading us to self-deification, and to hostility to all other sources of wisdom or of good.

For this reason man does not, by nature, like to retain the knowledge of God in his heart; and he rebels against, flies from and hates his Creator, because the first step towards God is one *from* himself.

Thus prejudice generally arises from selfishness—and bigotry, as used in this article, has a similar origin. Ordinarily, we use the word bigotry in a sectarian sense—applying the term to those who are blindly and obstinately attached to any religious creed, and unreasonably hostile to all others.

But all who are unreasonably attached to any class, social, political or religious, without being influenced merely by principle, and who are opposed to other classes, sects or parties may be defined as bigots.

This feeling exists wherever our depraved nature is found; but it may be dormant, or at least the public may not be made to feel its effects until some cause lays it bare, and developes it into action.

Any public interest, founded on genuine philanthropy, and aiming at the equal good of all, would be sure to run foul of this great obstruction in the way of the elevation of humanity, and thus the Common Schools being such a cause, were soon made to feel its power for evil.

As soon as the system went into operation it encountered a serious difficulty in this matter—and to this day, this is one of its greatest troubles.

It would be tedious to show the many ways in which this principle of human nature has injuriously affected the Common Schools; and it will be sufficient for the purposes of this article merely to allude to its influence on the action of Committees.

Is it not a familiar fact that District Committees, in selecting teachers, are often influenced by social prejudices? Do they not often judge



of the character of particular kinds of studies from the fact that they are or have been more generally pursued by children of one class than by those of another?

And do not Committees sometimes oppose improved methods of instruction, and teachers of reputation too, because the more wealthy or the more aristocratic have heretofore enjoyed these things?

*Good* education will suit a poor man as well as a rich one; and the honest laborer ought to rejoice that the aristocracy can no longer enjoy monopoly of the best teachers, and the most improved methods of instruction.

But instead of this will not a Committee-man sometimes, to use a very common phrase, bite off his nose to spite his face? Will he not refuse to let a blessing come to his own house, for fear the stream may run over and water his neighbor's garden also? In short, will he not set his face as a flint against the higher class of teachers, because his educated neighbor wants such for *his* children? Will he not let his own children mis-spend their time in going to a wretched botch of a pedagogue merely because lawyer, or doctor, or parson B. C. or D. will not send to such and may thus be "spited?"

And on the other hand, do not the educated, the aristocratic and the wealthy refuse to act as Committee-men, or take on them the care of pushing on the Common School System in their vicinity, because, they allege, its chief benefits are for what they call the Common people?

Will not rich men often spend hundreds of dollars *per annum* to educate sons from home, when a fourth of the amount would have made their District School a good one, and have enabled them to have their children instructed at home—while they have failed to use this economy, and to consult the morals of their offspring because their outlay at home would have conferred common benefits on the common people?

(To be continued.)

**KEEPING A SECRET.**—The Newport (R.I.) Mercury relates a story of Stuart the painter, which illustrates finely the power which a secret has to propagate itself, if once allowed a little airing and to reach a few ears. Stuart had, as he supposed, discovered a secret art of coloring, very valuable. He told it to a friend. His friend valued it very highly, and came sometime afterwards to ask permission to communicate it, under oath of eternal secrecy, to a friend of his who needed every possible aid to enable him to rise.

"Let me see," said Stuart, making a chalkmark on a board at hand, "I know the art, and that is"—

"One," said his friend.

"You know it," continued Stuart, making another mark by the side of the one already made, "and that is"—

"Two," cried the other.

"Well, you tell your friend, and that will be"—making a third mark.

"Three only," said the other.

"No," said Stuart, "it's one hundred and eleven!" [111.]

## Resident Editor's Department.

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POPULAR INTEREST.—Nothing seems to attract more general attention, at the present day, than the public exercises, at the close of the sessions of our numerous Colleges and High Schools. It is always gratifying, to those who are toiling, day after day and year after year, to *educate* the rising generation, to see the whole community manifest a lively interest in the results of their labors; to feel that, even amidst the political excitements that are agitating our country, from north to south, from east to west, the popular mind can yet be turned from the arena of hostile strife to the quiet shades of our Academian groves, to enjoy their less exciting but more rational pleasures.

There certainly never was a period, in the history of our State, when all classes of our citizens were so completely aroused on the subject of education, when the closing exhibition, at a village Academy, even in the midst of harvest, would draw together a *thousand* of our rural population, a scene that we witnessed but a few weeks since. This mode of showing their zeal for the cause, might however be attributed to the peculiar character of our people, as every where exhibited in the vastness of our popular assemblies; but we have other means of showing that the subject of education has a strong hold upon the affections of our people. Nothing can afford a stronger evidence of this fact than the readiness with which they furnish the means necessary for erecting large, convenient and, in many cases, beautiful buildings, for schools. And when the house is built, whatever may be its capacity, it is at once filled with pupils.

But in calling attention to this subject, our principal object is, not to show how great the popular interest really is, but to request those who have charge of our schools and all who feel an interest in them, to inquire, seriously, what is the ultimate influence, of the great popularity of these public exhibitions, on the character of the education of the pupils. What is your candid opinion, as a conscientious teacher?

By way of placing the subject before your minds in some of the lights in which it has presented itself to our own, with the hope that you will, at some time, give us the benefit of your reflections, we conclude by proposing a few questions for consideration.

What are the principal objects aimed at, in public school exhibitions?



Can these objects be attained in any other way? Can the time usually devoted to special preparations for an exhibition be as well employed in the regular studies, or otherwise?

Are these exhibitions calculated to produce, in the minds of pupils, false ideas in regard to the true objects and aims of education?

Does the teacher, while preparing his school for a public display, feel that he is bestowing his labor in accordance with his own judgment, or that he is, through necessity, complying with the *custom* of the age?

We might propose many other questions, on this subject, but if these are fully answered and acted upon, by all who are interested in the matter, it will probably produce all the reformation that is necessary.

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**BAD BOOKS.**—Bad books are to be shunned even more carefully than bad company. You may pass an hour with a bad man without receiving injury, but you cannot spend an hour in reading a bad book without injury. The celebrated John Ryland said, "It is perilous to read any impure book; you will never get it out of your faculties till you are dead. My imagination was tainted young, and I shall never get rid of the taint till I get to heaven."

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**AMERICAN NORMAL SCHOOL AND NATIONAL TEACHERS' ASSOCIATION.**—A Joint Meeting of these Associations will be held at Buffalo, N. Y., commencing on Tuesday, the 7th of August next, and continuing through the week.

The Normal Association will organize on Tuesday, at 10 o'clock, A. M. Introductory Address by the President.

The National, on the following day, at the same hour and place. Introductory Address by the President.

Lectures will be delivered, and papers presented by the following gentlemen, viz: Messrs. B. G. Northrop, of Mass.; J. P. Wickersham, of Penn.; D. N. Camp, of Conn.; E. North, of Hamilton College, N. Y.; John Kneeland, of Mass.; Wm. H. Wells, of Illinois; E. L. Youmans, of N. Y.; Mr. ———, of the South, and Mr. ———, of the South-west.

We are not able to name all the gentlemen, who are to lecture, nor the subjects upon which they are to speak, as definite information has not been received, in relation to these particulars.

It is expected that papers will be presented for discussion on the most important themes, pertaining to the several departments of instruction, government, and discipline, from the Primary School to the University.

The Order of Exercises will be announced at the meeting.

In view of the character of the gentlemen who are to lecture; the subjects to be presented; the sections of country and departments of instruction represented; the general interest felt for both Associations throughout the States, and the locality of the place of meeting (within

an hour of Niagara,) it is expected that this will be the largest and most important Educational Meeting ever held in the United States.

The Local Committee at Buffalo, are making all necessary arrangements for the meeting. The citizens of B., will entertain the ladies gratuitously. A reduction in the charges will be made to those who put up at the hotels.

Persons on arriving in B., may receive all necessary information, by calling on the Local Committee, at the Library Rooms of the Young Men's Association.

On some routes of travel, a reduction of fare has been secured. Negotiations are in progress with others, which we hope may be successful.

For further information address Oliver Arey, chairman of local committee, Buffalo; W. F. Phelps, Trenton, N. J.; J. W. Bulkley, Brooklyn, N. Y.; B. G. Northrop, Saxonville, Mass.; Z. Richards, Washington, D. C.; W. E. Sheldon, West Newton, Mass., and James Cruikshank, Albany, N. Y.

Educational and other Journals throughout the country, are respectfully requested to insert this notice.

By order of Committee on publication of Programme.

W. F. PHELPS, *President of the A. S. N. A.*

J. W. BULKLEY, *President of the N. T. A.*

BROOKLYN, June 13, 1860.

As the annual meeting of our State Educational Association has been postponed, and delegates cannot therefore be regularly appointed, the Executive Committee, having charge of the general interests of the Association during the interval, will commission, as representatives, any members who may find it convenient to attend. We hope that some of our members will go; and that any one who thinks of attending these meetings will apply for a regular commission.

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TEACHERS' ASSOCIATIONS:—We copy the following from the *Spirit of the Age* and commend the subject to the attention of teachers everywhere. Such associations should be formed in every county:

Being a teacher of the Common Schools, and a lover of whatever tends to promote the cause of education, I have concluded to submit a few feeble remarks to teachers and the friends of education in general, upon the above named subject.

There are certain disadvantages attending the teaching of Common schools which can be remedied only by the association and consultation of the teachers.

In the first place, we want uniformity in text-books. All teachers are well acquainted with the disadvantages to which themselves, as well as scholars, are exposed from the want of proper and uniform text-books. Now, teachers only can remedy this defect. By associating and adopting some popular text-books, they may bring about this uniformity. The good that would result from this alone, would more than reward us, in forming Associations.



Also, in these associations we could exchange views as to the most efficient modes of teaching and governing schools; and, as experience and observation are the ground-works of all advancement, we may suppose that much good would result from such deliberations.

I would solicit the special attention of the teachers and friends of education of my native county (Cleveland) to this subject. Friends, let us lend a helping hand to the noble cause of Education; let us take all practicable means to promote the diffusion of general intelligence; for by this means we will promote the cause of humanity and religion.

J. J. H.

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FORSYTH COUNTY EDUCATIONAL ASSOCIATION.—The Association met in Winston, according to previous notice, on Saturday, June the 7th. T. M. Hunter, Esq., was called to the Chair and C. J. Watkins requested to act as secretary *Pro tem*.

On motion of J. H. Conrad the Association proceeded to ballot for a suitable person to deliver an address at their next annual meeting, which will take place on the last Saturday in August next. J. H. White, was selected as the choice of the meeting to make the address.

The Committee appointed at the last meeting to visit the Schools in the county, during the winter, made a report, which, while it appeared highly creditable to many, was nevertheless to several of the teachers not commendatory. In some instances good order had not been observed, and the Register had not, as the law requires, been kept. The Examining Committee in the county, were ordered to be notified of these facts.

R. H. Linville, Esq., offered the following resolutions, which met the unanimous approval of the Association :

*Resolved*, That the Association highly appreciates the compliment paid it by the Educational Association of the State, in having selected J. W. Atwood, Esq., one of its members, to fill the vacant position of one of the Editors of the *North Carolina Journal of Education*, and hopes that his temporary absence from the State will afford no cause for resigning his position.

*Resolved, further*, That the thanks of the Association are due to Mr. Atwood for the manner in which he has discharged his duty, as a member of the Examining Committee, and as a friend and laborer in the cause of general education in the State.

After the passage of the resolutions, Mr. Atwood came forward and in a few brief remarks took leave of the Association, promising, at his earliest convenience, to deliver an address before the Association upon The 'Life and Character of Sir Walter Raleigh.'

On motion, the Association adjourned to meet on the last Saturday in August, at which time certificates will be awarded to the successful teachers in the county.

**ALAMANCE EDUCATIONAL ASSOCIATION.**—During the instructive and interesting lectures of Prof. W. H. Doherty, President of Graham College, an educational association was organized. John Trolinger, Esq., was called to the chair and Wm. S. Long was appointed secretary pro tempore.

The chair then appointed a committee of three, viz: Prof. W. H. Doherty, J. D. Campbell and Wm. S. Long to draft a constitution; and in a short time the committee reported one which was adopted. The following officers were then elected: President, Prof. W. H. Doherty; for vice Presidents, Rev. Thos. J. Fowler, John Trolinger, Esq., and J. W. Faucett for Secretary, Wm. S. Long and for Treasurer, Miss Callie McMurray. Prof. W. H. Doherty, John Trolinger, and Wm. S. Long were then appointed to draw up and report by-laws for the government of the association, at its next regular meeting. The association then adjourned to meet Saturday, June 9th, two o'clock, P. M.

JOHN TROLINGER, *Ch'n.*

WM. S. LONG, *Sec'y.*

*Graham, June 1, 1860.*

The above was alluded to, in the June No., of the Journal, but was not received in time for insertion.

We would be pleased to have brief reports of all of the meetings of county Associations: it is interesting to the friends of education, to know what others are doing for the advancement of the cause.

### BOOK TABLE.

**THE SCHOOL AND FAMILY SERIES OF READERS:** By Marcus Willson, author of Primary History; History of the United States; American History; Outlines of General History. New York: Harper & Brothers.

This series consists of a Primer and four Readers, and three others yet to be issued.

**THE PRIMER** is an attractive little book, of 48 pages, beautifully illustrated. The lessons are well arranged.

**THE FIRST READER** is also well calculated to attract and entertain the child, both on account of the superior illustrations and the easy and natural style of the lessons.

**THE SECOND READER**, besides its value as a reading book, contains much good morality and useful information. We are particularly struck with lessons designed to improve the perceptive faculties. The concluding lesson of the book, on colors, illustrated by a colored plate representing twenty different colors, is very valuable.

**THE THIRD READER** contains lessons on the following subjects: stories from the Bible; Moral lessons; Zoology; and Miscellaneous lessons.

The lessons on zoology are especially interesting, and constitute an entirely new feature in school readers.

**THE FOURTH READER** treats of Human Physiology and Health; Ornithology or natural history of birds; Vegetable Physiology, or Botany; Miscellaneous; Natural Philosophy; and Sketches from Sacred History.



We have seldom, if ever, examined a series of school readers with so much pleasure. After having around us so many series, some differing widely and others resembling each other, we were agreeably disappointed in finding here something almost entirely new, and at the same time embracing so much that is both entertaining and instructive.

Should the remaining volumes of the series prove equal to these, we can see little more to be desired in school readers.

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**THE ELEMENTS OF PRACTICAL ARITHMETIC;** Being an explanation of the fundamental processes of Arithmetic, with their application to compound numbers; comprising copious exercises. By William Vogdes, LL.D. and Samuel Alsop. Philadelphia: E. C. & J. Bidle & Co.

It is important that we should have good text-books in Arithmetic, but much more important that our teachers should be qualified to explain the principles of the science, whether they have a good book, or no book at all.

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**YORK'S ENGLISH GRAMMAR.**—An illustrative and constructive Grammar of the English Language, accompanied by several original Diagrams, exhibiting an ocular illustration of some of the difficult principles of the science of language; also an extensive Glossary of the derivation of the principal scientific terms used in this work; in two Parts: By Rev. Prof. Brantly York. Raleigh, N. C.: W. L. Pomeroy.

The Author of this work is extensively known, in our State and elsewhere, not only personally, as a preacher and lecturer, and by the hundreds who have been his pupils, as a teacher, but also as the author of a previous edition of this Grammar. But having the two Books before us at present we are rather inclined to call this a new work: for, while it pursues the same general plan, it is so much enlarged and improved, that even its old friends would scarcely recognize, in this full-grown, full-dressed Grammar, the plain little familiar acquaintance of other years.

There is much in Prof. York's method of teaching English Grammar that we are inclined to approve; and we are confident that a class, using his work, under a competent instructor, would become thorough grammarians.

Those who use this Grammar, will be pleased to learn that the author has an introductory Grammar, in manuscript, which we presume will be published very soon.

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**SCHOOL TEACHER'S LIBRARY.**—Published by A. S. Barnes & Burr, New York.

In addition to the works previously noticed, we have just received, from the Publishers, the following valuable Books, which constitute a part of their Teacher's Library: **BATES' INSTITUTE LECTURES, HOLBROOK'S NORMAL METHODS OF TEACHING, DWIGHT'S HIGHER CHRISTIAN EDUCATION, BARNARD'S SCHOOL ARCHITECTURE, and BARNARD'S HISTORY OF NORMAL SCHOOLS.**

This valuable Library now consists of thirteen volumes. Some of them are too well known to need a word of commendation and the majority of them should be in the hands of every teacher. The three first named, of the above works, have been recently published and constitute a very important addition to the Teacher's Library. The Normal Method's is perhaps the most practical book, on the subject of teaching, that has ever been published and would doubtless give many valuable suggestions even to our best teachers.

We will take pleasure in procuring any, or all, of the volumes of the Teacher's Library, for such teachers as may desire to have them, and will furnish them on as reasonable terms as possible. We are anxious to see more of our teachers availing themselves of this means of improvement.

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**SCHOOL RECORD:** Designed for keeping a simple but exact record of Attendance, Deportment, and Scholarship; containing also a calendar, list of topics for compositions, &c. By J. L. Tracy, New York: A. S. Barnes & Burr.

This is a convenient little record book and while we do not consider it equal to one that we noticed, some months since, published by the same firm, yet it has the merit of being less costly.

We have also received, from these enterprising Publishers, the National School Diary, with which we are much pleased.

It is often difficult for the teacher to induce parents to manifest a regular and continual interest in the progress and conduct of their children; but if each child were furnished with a copy of this well arranged Diary and required to return it to the teacher, weekly, with the signature of the parent, in the place provided for it, showing that the record for the week had been examined, the child would feel that his parents were not altogether indifferent in regard to what he was doing, at school, and he would naturally be stimulated to improve.

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**LITERARY.**—One of the most interesting and useful publications which comes to our sanctum is the *Scientific American*, a weekly publication, devoted to popular science, new inventions, and the whole range of mechanic and manufacturing arts. Each number contains 16 pages of Letterpress, and from 10 to 12 original Engravings of New inventions, consisting of the most improved Tools, Engines, Mills, Agricultural Machines and Household Utensils, making 52 numbers in a year, comprising 832 pages, and over 500 Original Engravings, printed on heavy, fine paper, in a form expressly for binding, and all for \$2 per annum.

A New Volume commences on the 1st of July, and we hope a large number of our readers will avail themselves of the present opportunity to subscribe. By remitting \$2 by mail to the publishers, MUNN & Co., 37 Park Row, New York, they will send you their paper one year, at the end of which time you will have a volume which you would not part with for treble its cost. The publishers express their willingness to mail a single copy of the paper to such as may wish to see it without charge.



## SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

### School Committees.

**HOW ELECTED.**—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

### Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

### Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

### Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of no more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

**OTHER OFFICERS.**—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. III.

AUGUST, 1860.

No. 8.

## SCHOOL GOVERNMENT.

READ BY REV. W. L. VAN EATON, AT THE FIRST MEETING OF THE STATE EDUCATIONAL ASSOCIATION.

When we look at the various methods of school government that have been promulgated and the variety of opinions, together with the vast number of youth springing up throughout the country to be restrained and governed by the teacher, hope fails us of being able to make out a plan that will approach perfection. But when we look at the imperfections and failures on this point, that have befallen the long catalogue of teachers in the boasted age of the nineteenth century and listen to the call for improvement, in tones which cannot be misunderstood, we dare not refrain from taking a glance at the twelve scholastic years that have sped away and hand out a few thoughts, drawn from experience, on the best mode of school government.

The old adage, "As is the teacher so are the scholars," is as true as time has made it old.

The teacher should govern himself, learn his own character and raise the standard of greatness high and think of the great responsibilities that press upon him when he accepts the responsible office of teacher. He should feel that the precious jewels of the earth are entrusted to his care, that they will either be brightened or tarnished by his influence, and that the manner in which he discharges the duties which devolve on him, will either lower or raise the standard of his profession; and he should feel that he is bound by the strongest obligations to do something for his profession the moment he acknowledges the title of teacher. Let him not conclude that his calling is not worthy of his intellect and high attainment, because the finger of scorn has been pointed at the school-master; for it is a calling not inferior in importance to any in the world.

Yet, with pain we admit, many have brought disgrace on the profession by entering upon the arduous duties of teaching unqualified and with impure motives. But every teacher should be elated when he looks back through the avenue of the past and scans the golden pages of history and there learns that the wisest and best men that have ever walked upon the face of the green earth were teachers.



In remote antiquity, Confucius went as a teacher of wisdom among the Chinese. Socrates, when refined Greece was in her palmyest days, was a teacher, and the most distinguished men of Athens walked about the streets and shady groves, eager to listen to his instructions. His pupils, Plato and Aristotle, were teachers; and though long since their tongues ceased to articulate, their writings have enlightened and influenced the world to the present time.

"Through all the history of the Jews their most venerable men were teachers." But it is needless to wander through the groves and halls of antiquity to find examples, for we have them even in our own beloved State—men whose names are dear to every patriot's heart. Behold a Caldwell, a Swain, a Ship, and a Deems—with a host of others whose names are written high in the intellectual galaxy and who took pleasure in teaching the "young idea how to shoot." And when we recollect that the blessed Saviour left the glories of the Celestial world and descended into these low grounds of sorrow, to be a teacher of righteousness, we think every teacher should be inspired by his calling to still greater efforts of usefulness, that his profession may be raised to its true standard, and not desert, as many have done, the wide-spread fields of usefulness and honor and seek the fame and spoils of earth in the profession of Law and the various demagoguisms of the day. But let him be content with his calling and enter upon his duties with a sincere desire to do good, and let him call into action all the energies of his intellectual faculties, to direct the minds of his pupils into the channels of truth, and feel that it devolves on him as teacher to mould the destiny of his pupils, both for time and eternity. And if he is lazy and indolent, let these thoughts stimulate him to industry and activity; and let his study and daily exertion be, to sow the seeds of usefulness in the minds of his pupils, which will spring up and produce abundant fruit, so that every student will have confidence in his motives and in after years associate his successes with the example and bent of mind received from his teacher.

And if every teacher would enter upon his work with these desires swelling every emotion of his soul, his zeal in the work of his calling would beget confidence, and, in ninety-nine cases out of a hundred, he would be successful; the standard of teachers would be raised and their scholars would love, obey and respect them as teachers, and in the sunshine of prosperity would gather around them for pleasure, and in the storms of adversity go to them for counsel.

And if the teachers of our Union were what they ought to be they might cement the bonds of this Union, by instilling the proper principles into the minds of the youth of our country, and bind us together in a phalanx so firm that the combined powers of earth could not prevail against us, but light and truth would be disseminated throughout the world.

He should not only be qualified in head but in heart. In short, he should be a Christian and be able to go to the Courts of Heaven, by faith and prayer, for light and wisdom to aid him in the government of his school, and, at all times, enter the school-room with a cheerful heart and a serene countenance. And as the sun warms and lights up the earth, so will his smiling presence fire their youthful zeal and cause

their eyes to sparkle with hope and their countenances to beam with intelligence. And under all circumstances he should control his temper and never let anger nor vengeance gather on his brow, but ever maintain his dignity and christian spirit. And with his mind inspired with these noble principles, let him first, after entering the school-room, inquire after the advancement of every pupil and study their disposition and character.

2nd. He should labor to class them all to the best advantage and avoid small classes, for as a single coal alone soon dies, so a small class soon loses interest and life; and as coals added to coals increase heat, so mind will act on mind in large classes and give life and energy to both teacher and scholars:

3rd. The importance of his classes must be considered, that he may divide out his time and appoint the hour for each recitation.

4th. The prevent disturbance, let every student have his seat or desk and suffer no whispering, or questions to be asked, or seats changed, except at times specified, viz: two minutes every half hour, or during the intervals between classes: and ten or fifteen minutes recess morning and evening, at which times all are at liberty to go out and take recreation and enjoy themselves. In short, he should have a time for everything and everything should be done at the proper time.

5th. The teacher should be punctual; let nothing infringe on his school hours, but always be at his post at the proper time and he will have but little difficulty to get his scholars to be prompt. But should some be given to tardiness, it will be easily cured by keeping them in during recess, or requiring them to make up the time after school is dismissed. A teacher should have but few rules, but always impress the rule and principle of doing right in all things.

And, as God is "no respecter of persons," so should a teacher be no respecter of his scholars; ever cherishing the same good will for the ragged boy from the lonely cot as for the son from the nobleman's palace; exercising the patience with the dull and inactive mind that he does with the mind of activity and genius; recollecting that they are the works of an Almighty hand and that it is his duty to treat them as children and labor incessantly for their good.

A record should be kept of merit and demerit marks and the correct grade and standing of every student should be sent quarterly to the parent or guardian; and, if possible, the teacher should visit the parent of every child, and, by speaking frankly and candidly, make known his intention and show him that he has the interest of his child at heart and lead him to believe that he is laboring to improve his mind and heart, and by so doing he will allay all prejudices and thereby gain the cooperation of parents in governing their children.

A teacher should always first use mild means and with soft words address the judgment and reason of the child in order to bring it into subjection. For as the goodness of God leadeth man to repentance, so the goodness and kindness of a teacher will lead his scholars to obedience. Private reproof should be effectually tried before public; and as God uses mercy before he sends his judgments, so should a teacher treat his pupil kindly till he is convinced that corporal punishment is called for. And then it is best to delay, frequently, the torture and



inquire how much and what kind will prove most effectual. Then when his mind is clear, with calmness and composure let him call up the offender, before the entire school, and explain his position and manifest a christian spirit and show to all that he is working for the salvation of the child, both in time and eternity, and the rod will prove a blessing in nearly every case.

A teacher should never shrink from duty to gain popularity, but act impartially, regardless of the consequences—esteeming a conscience void of offence more highly than the honors and treasures of earth, ever standing firm, acting the part of an honest hearted teacher, and the world will approve and God will bless.

Great aids may be obtained by giving lectures every week on some subject leading to order or good behavior and by pointing out to his pupils that they are forming characters that will follow them to their graves, and will tell on them for weal or woe, when their mortal form lies mouldering beneath the clods of the valley, and endeavor to stimulate them to drive forward the car of knowledge; not that they may become rich and wield the sceptre of power, but that they may do good in the world and adorn the doctrines of the Bible and light up the world with the torches of science and true greatness.

The soul of the teacher will swell with ecstasies of joy, as he beholds the seeds of greatness germinating in the minds of his scholars, all marching majestically up the craggy hill of science, and difficulties flying before them as darkness before the rising sun.

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### INTEGRITY OF CHARACTER.

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There are many counterfeits of character, but the genuine article is difficult to be mistaken. Some, knowing its money value, would assume its disguise for the purpose of imposing on the unwary. Col. Charteris said to a man distinguished for his honesty, 'I would give a thousand pounds for your good name.' 'Why?' 'Because I could make ten thousand by it,' was the rogue's reply. Integrity in word and deed is the backbone of character. One of the finest testimonies to the late Sir Robert Peel was that borne by the Duke of Wellington in the House of Lords, a few days after the great statesman's death. 'Your Lordships,' he said, 'must all feel the high and honorable character of the late Sir Robert Peel. I was long connected with him in public life. We were both in the councils of our sovereign together, and I had long the honor to enjoy his private friendship. In all the course of my acquaintance with him I never knew a man in whose truth and justice I had greater confidence, or in whom I saw a more invariable desire to promote the public service. In the whole course of my communication with him I never knew an instance in which he did not show the strongest attachment to truth; and I never saw in the whole course of my life the smallest reason for suspecting that he stated anything which he did not firmly believe to be the fact.' And this high-minded truthfulness of the statesman was no doubt the secret of no small part of his influence

and power. There is truthfulness in action as in words, which is essential to uprightness of character. A man must really be what he seems or proposes to be. When an American gentleman wrote Granville Sharp that, from respect for his great virtues, he had named one of his sons after him, Sharp wrote: I must request you teach him a favorite maxim of the family whose name you have given him—'Always endeavor to be really what you wish to appear.' This maxim, as my father informed me, was carefully and humbly practiced by *his* father, whose sincerity, as a plain and honest man, thereby became the principal feature of his character, both in public and private life. Every man who respects himself, and values the respect of others, will carry out the maxim in act—doing honestly what he proposes to do—putting the highest character into his work, scamping nothing, but priding himself upon his integrity and conscientiousness. Once Croaswell said to Bernard—a clever but somewhat unscrupulous lawyer—'I understand that you have lately been vastly wary in your conduct; do not be too confident of this; subtlety may deceive you, integrity never will.' Men whose acts are at direct variance with their words command no respect, and what they say has but little weight; even truth, when uttered by them, seem to come blasted from their lips.—*Smiles' Self-Help.*

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### CRUELTY TO ANIMALS.

God has made a great profusion and variety of animals in the world. What multitudes of fish in the sea: how many grades of living sensitive beings fill the air and cover the earth.

Some of them, it is true, are injurious to man, but the great majority are beneficial in some way. And though man is lord of this lower world, yet his right and title to things in it, are limited by the Bible. He cannot, without blame, do what he pleases with the creatures of God. They have rights as well as he, for the violation of which God will hold him accountable. To destroy them wantonly and in sport is a wrong against him. Children ought to be taught this; for no doubt many a cruel disposition has been engendered and nourished, which led on to the highest crimes, by the habit of exercising cruelty to animals, not long since we were at the house of a friend, and a little boy, just beginning to talk, came into the room with several little birds of a great variety of colors, in a basket. The beautiful birds that God had preserved over the winter, had been killed by some cruel boys and given to the child.

It was a sad sight; and such things occurring in families, all about the country teach children to value very little the lives of the inferior creation, if they do those of one another.

"Quintilian relates that the Areopagus, [at Athens,] condemned a boy for plucking out the eyes of a quail, assigning no insignificant reason, namely, that the act was a sign of a cruel disposition, likely, in advanced life to lead to baneful actions." Ovid, in his metamorphoses, makes Pythagoras say, that the man who can kill a calf, a kid, or a bird, may by practice be easily led to kill his fellow-man.



The law of Moses is that if a man found a bird's nest with eggs or young, he might take the latter, and let the old bird go, and then the reason assigned is important to notice, "that it may be well with thee, and that thou mayest prolong thy days." One writer says: "In a moral point of view, it may have been intended to inculcate a spirit of mercy and kindness, and to prevent the exercise of cruelty even towards a sparrow; for he who is guilty of such cruelty will, if circumstances be favorable, be cruel to his fellow-creatures."

Considering the reason above given for the law and the principle, that God, in his providence, visits men with the same measure often, that they give to others, it is no doubt the case, that calamities come upon men in consequence of their cruelty to animals; He notices all such conduct, and the Bible tells us: "not a sparrow falls to the ground without him." If a young person, such as the Areopagus condemned for putting out the eyes of a quail, is guilty of such an act habitually, *he may lose his own eyes.*

We, indeed, do read of "brute beasts made to be taken and destroyed," but this expression must be understood in accordance with other parts of the Word of God; they are to be destroyed if needed for our sustenance and welfare; but not wantonly and in sport. When they do not interfere with us, or with our interests, they have a right to live. There is a passage in Cowper's Task, that is here so much in point, and so profitable for the young to read, that I cannot forbear to quote it, though long.

"I would not enter on my list of friends,  
 (Though graced with polished manners and fine sense)  
 Yet wanting sensibility, the man  
 Who needlessly sets foot upon a worm.  
 An inadvertent step may crush the snail,  
 That crawls at evening in the public path;  
 But he that has humanity, forewarned,  
 Will tread aside, and let the reptile live.  
 The creeping vermin, loathsome to the sight,  
 And charged perhaps with venom, that intrudes,  
 A visiter unwelcome, into scenes  
 Sacred to neatness and repose, the alcove,  
 The chamber, or refectory, may die:  
 A necessary act incurs no blame.  
 Not so when, held within their proper bounds,  
 And guiltless of offence, they range the air,  
 Or take their pastime in the spacious field;  
 There they are privileged; and he that hunts  
 Or harms them there is guilty of a wrong,  
 Disturbs the economy of nature's realm,  
 Who, when she formed, designed them an abode.  
 The sum is this. If man's convenience, health,  
 Or safety, interfere, his rights and claims  
 Are paramount, and must extinguish theirs.  
 Else they are all—the meanest things that are—  
 As free to live, and to enjoy that life,

As God was free to form them at the first,  
 Who in his sovereign wisdom made them all.  
 Ye therefore, who love mercy, teach your sons  
 To love it too. The spring time of our years  
 Is soon dishonored and defiled in most  
 By budding ills, and asks a prudent hand  
 To check them. But alas! none sooner shoots,  
 If unrestrained, into luxuriant growth,  
 Than cruelty, most devilish of them all."

We will close with the following slip cut from a late paper on the subject of birds:

Birds are the stanch friends of every man that raises fruit, grain, or grass. They are the constitutional check put upon depredating insects. Every cherry that a robin eats he pays for at least five hundred times over by countless and nameless injurious insects devoured, as part of his meat diet. Woodpeckers, larks, jays, sparrows, robins, and the whole tribe of thrushes, are indefatigable friends of the garden and the farm. They never boast of their services. They seem quite unconscious of their usefulness. They make no demand upon the farmer, on the score of beauty, song or service. They perform their disinterested labor of abating the insect plague under all discouragements, and even when requited with abuse and persecution. With these services, they also bring to us an amount of enjoyment in their songs, which no man of sensibility can enough appreciate; and which is not a whit less deserving, because they sell no tickets for their concert and pass around no hat after their performance.—*Phil-avis*.

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### OUT-OF-SCHOOL LESSONS.

The City Superintendent of Schools recommended to the Board of Education, at its last meeting, the adoption of a rule forbidding lessons to be assigned to the pupils of the primary schools to be learned out of school hours, and restricting such lessons in the grammar schools within the limits of a single hour's study. We cannot doubt that the excellence of our efficient system of public schools would be promoted by the adoption of this rule. The uniform testimony of enlightened physicians supports the equally uniform opinion of enlightened educators, that the tendency of excessive mental application in childhood is to undermine the constitution, and prematurely exhaust the intellect.—"Health," says Spurzheim, "should be the basis, and instruction the ornament of early education."

A few years ago, a horticulturist, in Western New York, planted an orchard of several thousand dwarf pear trees, which he had imported from France. The next spring when the trees were plentifully covered with blossoms, he ordered his men to go through the orchard and carefully pick them off, leaving but one, or at most two, blossoms to each. This apparent attempt to defeat the only purpose for which the orchard



had been planted, showed wise foresight founded on a correct knowledge of vegetable physiology. The healthy growth of the tree was more important than the immediate production of fruit. It had sufficient vegetative energy to bring one pear to full and luscious maturity, without interfering with the process of growth, or impairing its capacity for future productiveness; while the abortive attempt to ripen all its blossoms would have exhausted its vigor, retarded its growth, and have given no better result than a dozen or so specimens of untimely fruit dropping prematurely on the ground. It is a fine observation of Seneca, applicable to moral education, that we should so use the pleasures of the present as not to injure the pleasures of the future. With a slight change it is equally applicable to mental education. The young mind should not be so exercised at present as to impair its intellectual energy in the future.

The life of a child is almost purely vegetative at first, the whole of the vital forces being expended in the growth of the bodily organs.—The dawn of intellect is gradual, and its development slow; nature consenting to spare to it but a small portion of the energy which she is concentrating in mere growth and animal functions. If, during the earlier periods, the mind be stimulated into premature activity, it is at the expense of the constitution. Throughout the whole season of growth, education should be so managed as to allow the vital forces the fullest play in perfecting the machine by which energy is afterwards to be generated to sustain thought and volition. When, relieved of the double tax required for growth and the repair of waste, nothing is required for the body but to repair its daily waste, the vital power can drive the mental machinery with more vigor and continuity.

The true end of education is not the acquisition of any given amount of knowledge, but to teach the use of the faculties.

Every man who is anybody gathers the knowledgd he daily uses amid the daily labors of life. The Rev. Ward Beecher's sermon in Plymouth church, last Sunday, contained not a single idea which he was taught at the theological seminary; Charles O'Connor's last argument in court was not a reproduction of anything he learned before he was admitted to practice; George Law's last successful speculation was not founded on knowledge which he acquired in his youth.—Eminent success is won by men who "understand their epoch," who promptly seize time by the forelock, and master affairs as they stand to-day. The early education of such men did not fill a pool with stagnant knowledge; it opened a perennial fountain, from which the waters that gush to-day are as fresh, as untasted, as near to mother earth, or without a figure, to mother wit, as was the first dawn of youthful intelligence.

The mental activity of children should not be spread over much time on any one day, but it should be very regular in its intervals, and very strenuous while it lasts. The great thing to gain is *the capacity* to put the faculties into intense and determined action at the precise moment such action is demanded. The press on which this sheet is printed would be of little use to us if it required twenty-four hours to work off as many thousand copies, or if, with the ability to print the whole edition in two hours, it could not be equally relied on any part

of the day, to do it. There is something analogous in the demand made on mental machinery. You must purchase before a sharp-sighted rival anticipates you, and must think rapidly to decide whether the venture is likely to pay; the cross examination of opposing counsel draws out facts which upset your whole plan of defence and your mind must be very alert or your client and your professional reputation are alike ruined; your patient exhibits new and alarming symptoms, and his life depends on the readiness with which you can command your resources; the telegraph, at a late hour of the night, brings news of grave importance, and you must discover and explain its bearings before the paper goes to press. The mind should be trained in childhood to meet the demands which will be made on it in after life. What will be mainly needed then is, first: good health and a constitution fortified for strenuous work, and then, alacrity, penetration, and force of intellect, and the power of ready and entire concentration of all the mental energies on the business in hand until it is completed.

The attainment of these ends is not forwarded but frustrated, by the lessons assigned to young children out of school hours. The headaches, weariness, and indigestion, the alternate fits of listlessness and peevishness, which immediately overtake slender constitutions under this treatment, and the satiety, disgust with study, eagerness to escape from school, and premature exhaustion at the period when the faculties ought to be awaking into full vigor, which are a little later in visiting pupils of stronger health are nature's remonstrance against this cruel thwarting of her purposes.—*The World*.

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### BUSINESS ENDURANCE.

Men of genius without endurance can not succeed. Men who start in one kind of business may find it impossible to continue in it all their days. Ill health may demand a change. New and wider fields of enterprise and success may be developed. Men may have a positive distaste for some pursuits, and success may demand a change. None of these causes fall within the general rule. Men may have rare talents, but if they "are everything by turn and nothing long," they must not expect to prosper. No form of business is free from vexations; each man knows the spot on which his own harness chafes; but he cannot know how much his neighbor suffers. It is said that a Yankee can splice a rope in many different ways; an English sailor knows but one mode, but in that method he does his work well. Life is not long enough to allow any one to be really master of but one pursuit.

The history of eminent men in all professions and callings proves this. The great statesman, Daniel Webster, was a lawyer. His boyhood was marked only by uncommon industry; as a speaker he did not excel in early life. With great deliberation he selected the law as his profession, nor could he be deterred from his chosen pursuit. While a poor student, not the tempting prize of fifteen hundred dollars a year as clerk of the courts, then a large sum, gained with great difficulty for



him, by the zeal and influence of his father, nor could all the persuasion of the father turn him from the mark he had set before him : and his great eulogist, the Attorney General of Massachusetts, is another marked illustration of resolute endurance and indomitable industry—life long—centering in one profession, making him one of the chief ornaments of that profession, if not its head in the United States.

The Hon. Abbott Lawrence, whose wealth is poured out for all benevolent purposes in donations as large as the sea, can recall the time when he had his profession to select, and the first dollar of his splendid fortune to earn. He chose deliberately a calling ; he pursued that occupation with integrity and endurance, through dark and trying seasons, and the result is before the world. This case affords an apt illustration of the proverb of the wise man, that a man "diligent in his business, shall stand before kings and not before mean men."

The late John Jacob Astor, as he left his native Germany, paused beneath a linden tree, not far from the line that separated his native land from another, and made the resolution, which he intended should guide him through life : 1. He would be honest ; 2. He would be industrious ; 3. He would never gamble. He was on foot ; his wealth was in a small bundle that hung from the stick on his shoulder. The world was before him. He was able to carry them out. His success is the best comment on his endurance.

Stephen Girard at the age of forty years was in quite moderate circumstances, being the captain of a small coasting vessel on the Delaware, and part owner of the same. No trait in his character was more marked than his endurance, and this element gave him a fortune.

All men who have succeeded well in life, have been men of high resolve and endurance. The famed William Pitt, in early life was fond of gambling ;—the passion increased with years ; he thought he must at once master the passion, or the passion would master him. He made a firm resolve that he would never again play at hazard game. He could make such a resolution ; he could keep it. His subsequent eminence was the fruit of that power. William Wilberforce, in his earlier days like most of young men of his rank and age, loved the excitement of places of hazard. He was one night persuaded to keep the faro bank—he never saw it before ; he was appalled with what he saw. Sitting amid gaming, ruin and despair, he took the resolution that he never would again enter a gaming establishment. He changed his company with the change of his conduct, and subsequently became one of the most distinguished Englishmen of his age.

Dr. Samuel Johnson was once requested to drink wine with a friend ; the Doctor proposed tea. 'But drink a *little* wine,' said the host. "I cannot" was the reply. "I know abstinence—I know excess, but I know no medium. Long since, I resolved, as I could not drink a *little* wine, I would drink none at all." A man who could thus support his resolution by action was a man of endurance, and that element is as well displayed in this incident as in the compilation of his great work. When Richard Brinsley Sheridan made his first speech in Parliament, it was regarded on all hands as a most mortifying failure. His friends urged him to abandon his Parliamentary career, and enter some field better suited to his ability. "No," said Sheridan, "No, it is in me,

and *it shall come out.*" And it did, and he became one of the most splendid debaters in England. Loyola, the founder of the order of Jesuits, the courtier, the man of gallantry and dissipation, obtained such mastery over himself by labor and endurance, that, to illustrate the fact, he stood several hours, apparently unmoved in a pond of ice and muddy water, up to his chin. Perhaps no other nation in Europe, at that time could have won the battle of Waterloo except the British, because no other could have brought to that conflict the amount of endurance needed to win. For many hours that army stood the murderous fire of the French: column after column fell, while not a gun was fired on their part. One sullen word of command ran along the line as thousands fell—"File up! file up! Not yet! not yet" was the Iron Duke's reply to earnest requests made to charge and fight the foe. At length the time of action came. The charge was given, and victory perched upon the standard of England.—*Hunt's Merchant's Magazine.*

## BUYING GOLD TOO DEAR.

*From life Illustrated.*

"Samuel," said Mrs. Barber one evening to her spouse, as he sat smoking his pipe in the chimney-corner, "the schoolmaster says our children must have some new school-books, if we wish to have them keep up with the other children at school."

"New books, that's a likely story!" exclaimed Mr. Barber, who was generally known by the appellation of Sam Barber, or else "Stingy Sam." "Why didn't I git John a bran new 'Rithmetie, o'ny last winter? And hain't he and Moll and Jim, every one on 'em, had a bran-fired new Spelling Book?"

"Why, yes, I s'pose so," quietly responded Mrs. Barber; "but only think what a sight more Smith has laid out in books for his young 'uns!"

"Smith, yes—he's the darndest fool in the hull town!" growled Barber. "I hear he's goin' to send Andrew off to high school or 'ead-emy sumwhar, purpose to make a nat'ral fool o' the boy, I s'pect. Now that boy's nat'rally a rale smart chap, but when he comes home agin he'll be a reg'lar swell-head! Tell ye what, ye can't come none o' the Smith on me; I know what it costs to git my money, and I don't calculate I'm goin' to fool it away, nuther!"

Mrs. Barber took another view of the case, however. She often found cause for a belief that her husband did not know what his money cost him. But she knew expostulation was useless, so making a virtue of necessity, she relapsed into a thoughtful silence.

Our readers have doubtless formed an opinion, from the above-recorded conversation, that "Stingy Sam" was a case. And such he was, emphatically. He was not an old man, but his ways and ideas were so antiquated that he seemed to have "an old head on young shoulders." He had his peculiar notions in regard to everything, but



it is more particularly with regard to his peculiar notions of economy that we have to deal.

He believed that true economy consisted in making as little expenditure as possible, and on this point he was so pertinacious as to be entirely regardless of personal comfort and convenience. His chief delight was the accumulation of money; but on account of his false ideas of economy, he was not unfrequently found "saving at the spigot but wasting at the bung-hole."

It was not long after the time of Barber's introduction to the reader, that he was accosted by a neighbor who solicited him to subscribe for a newspaper.

"Can't do it," was the laconic answer of Barber.

"If I may be so bold as to ask, why not?" queried his neighbor.

"Well, you see, our folks ain't much hands to read, nohow; and I took a paper six months last year. I subscribed for a whole year, and paid the money, too—a dollar, clean cash! And you see the scamp that printed the paper broke down and so I didn't git any arter the six months. I hadn't larnt them noospaper chaps then, but I know 'em now. These rascally newspapers were got up purpose to cheat honest folks.—We've got some o' the old papers round the house yet, and the children git 'em when they want to read."

"The paper for which I wish you to subscribe is a good one, and I think it would be of great value to your children. They certainly ought to read at least one good paper. I will myself be responsible that you receive every number for which you pay. And I am sure you need a paper as often as once a week to see about the news, and to learn the state of the markets," expostulated the neighbor.

"Well, I don't trouble myself much about such things, and I ain't goin' to take the papers, that's all."

So the club-agent passed on, reflecting on human nature in general, and on "Stingy Sam" in particular.

Not long after Barber had occasion to call on his neighbor Smith—for although he expressed great contempt for Smith's opinions, he was invariably the first man he consulted—to inform him that he had become involved in a difficulty with a lumber-dealer who was living a few miles away, and with whom he had had quite extensive dealings a few years previously. It appeared from Barber's statement that he claimed to have furnished the dealer with a considerably larger amount of lumber than that for which the dealer had given him credit.

Barber's accounts had been kept by a man residing at the village, who had himself sold a good deal of lumber, and who acted as a kind of agent for Barber and others who were selling lumber at the time.—This man had since removed and had left the accounts with the dealers themselves. Barber now found it impossible to adjust his account, and in this dilemma he called upon his friend Smith.

"It will be impossible for me to attend to your matter just now," said Mr. Smith, "as I am going to start immediately on a journey which will occupy at least ten days, but if you will place your accounts in Andrew's hands, he will look them over, and report progress immediately."

"Place my accounts in Andrew's hands? Why, what in the world

are ye thinkin' on, Smith? He's nothin' but a boy, and never's had any practice in business. How d'ye s'pose *he's* goin' to straighten 'em up?" queried Barber, almost in amazement at the thought of the presumption displayed in the request to place his accounts in the hands of a boy.

"Oh! never mind," laughed Smith, "place them in his hands, and he will straighten them, I assure you."

That afternoon found Andrew Smith hard at work over the accounts of Barber. The somewhat complicated accounts were, however, soon balanced, and at nightfall, Andrew—who had been informed of Barber's skepticism in regard to his ability—triumphantly wended his way to Barber's dwelling. The account, when arranged, agreed with that of the dealer, and Barber, despite his natural obtuseness, perceived his error, and all was arranged in a satisfactory manner.

Immediately after Mr. Smith's return he was waited upon by Barber, who expressed his satisfaction in the strongest terms he was able to command. Almost his first query was:

"Smith, how the fury was Andrew ever able to fix them accounts o'mine all straight? Why, I wouldn't have believed it if forty men had told me he could. I never supposed that a boy as didn't know nothing about that business or any other, but goin' to school, would know enough to fix 'em up, all square."

"It is true, Mr. Barber, I have kept Andrew at school a considerable portion of the time. I have always intended to give him a good practical education. Some years he studied book-keeping; at that time he was a mere lad, but by the knowledge then gained, I found that he was as well able to keep my accounts as he would have been had he been in actual business for some time. Andrew tells me that your son John is quick in computing figures, and would like much to study book-keeping. He labors under a great disadvantage in not having the necessary books and I certainly think it would prove worth many times their cost if you would supply him and your other children with the necessary books."

"Why, of—course, I'll—do—it," hesitatingly replied Barber.—His neighbor's argument was to him a novel one. "I should 'a done it afore," continued he, "on'y I didn't think 'twas necessary. All the book I had when I went to school was a spelling book, and I didn't b'lieve there was any need of the children's having so many more than I did."

"You must remember, Mr. Barber, that this is a world of change. Customs and habits change greatly in the course of a few years. The schools are now doubtless conducted on a much better plan than when you and I attended them. Education is always valuable. Give your children a good education and they are in a fair way to succeed through life in whatever they may undertake," said Mr. Smith.

"Well," said Barber, "that's so, I r'aly b'lieve. I'm bound to have my children learn, if there's any learn in them."

The next day the Barber children were surprised to find that their father had bought them the new school-books they so much needed. Nor were their teacher or schoolmates less surprised. The new books



proved great incentives to exertion in study, and the Barber children were soon reckoned among the best scholars in the school.

Not long after Mr. Barber made what he considered a splendid speculation in the sale of some cattle. He immediately informed his friend Smith of the successful sale, and to his surprise learned that he had sold under the market price."

"If you had noticed the papers for the past two or three weeks you would never have sold at such an extremely low rate. I wonder you did not look at the quotations," said Mr. Smith.

"To tell the truth," said Barber, with a very downcast expression of countenance, "I don't take any paper, and hav'n't for some time. I'd pretty much made up my mind that 'twant of any use. Brown was over to my house the other day, to try to get me to take one, and I told him I couldn't do it. Ye see, I thought 'twas no use, and only an item of expense."

"Yes, Barber, no doubt but that was the reason," answered Smith; "but you lost many times the price of the subscription in the sale of your cattle. There is an old proverb which says, 'A man may buy gold too dear.' In future you see that you do not pay too dear for yours."

"I will, and now I'm going right down to Brwon's to see if he won't send for me and get the paper."

Brown was much surprised at receiving his neighbor's order, and the neighborhood soon became aware that a change had taken place in the Barber family. It is now rumored that John Barber is to enter an academy in the fall. Mr. Barber's chief delight is still in his money, but he is a little more far-sighted than formerly, and he has a great horror of BUYING GOLD TOO DEAR.

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FOLLOW THE RIGHT.—No matter who you are, what your lot, or where you live; you cannot afford to do that which is not right. The only way to obtain happiness and pleasure for yourself, is to do the right thing. You may not always hit the mark; but you should, nevertheless, always aim at it, and with every trial your skill will increase.—Whether you are to be praised or blamed for it by others; whether it will seemingly make you richer or poorer, or whether no other person than yourself knows of your action; still always, and in all cases, do the right thing. Your first lessons in this rule will sometimes seem hard ones, but they will grow easier and easier, until doing right will become a habit, and to do wrong will be an impossibility.

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HOW TO RUIN A SON.—1. Let him have his own way.

2. Allow him free use of money.

3. Suffer him to roam where he pleases on the Sabbath.

4. Give him free access to wicked companions.

5. Call him to no account for his evenings.

6. Furnish him with no stated employment.

Pursue either of these ways and you will experience a most marvelous deliverance or you will have to mourn over a debased and ruined child. Thousands have realized this sad result and gone mourning to the grave.—*The Myrtle*.

## MORAL TRAINING.

Much has been written upon the necessity of moral culture in the training of the young. The subject has often been urged upon the attention of the teacher. It is well that it should frequently be the theme of his meditation, for all need the presence of high motives to incite to action; and the preparation he requires of himself, the talents and energy which he brings to this work will all be graduated by the estimate which he puts upon its importance and the responsibility that he feels pressing upon him.

Many teachers, and perhaps most, are sufficiently awake to the importance of this training, but ask how far am I responsible for the moral training of my pupils? It is often said that the teacher of the common school has to do only with the intellectual training of his pupils. Notwithstanding this assertion, we say that the development and guidance of the heart, no less than the culture of the understanding, should be a *direct* object with every teacher. Is it possible that the pupil can pass through the exercises of a single half day in the school-room and his moral character be in nowise affected by them? We answer, then, that every teacher is responsible for the *kind* of moral training which he gives the pupil while under his influence, not to the parent but to his Maker. The danger is that we shall forget that every pupil is a *living soul*; that we shall come to feel that that little fellow in the corner seat, who comes to school in the morning, it may be, with unwashed face, and tattered garments, the child of poverty and neglect, is "nothing but an Irish boy," and may be neglected by us; or that we shall regard that little rogue in the other corner with bright black eyes twinkling mischief from beneath his long matted locks, whose parents do not *cure for him*, who played truant yesterday, for the fourth time within a fortnight, to go a fishing, being more fond of the sea itself than of any description of it which he finds in his geographical text-book, as our "torment" of whom we would gladly be rid. But do not these neglected ones the most need all the moral culture which we can give them?

But how shall this moral training be accomplished? Every growth of nature depends mainly upon the vital principle asserting itself within. If, then, we can reach the heart and conscience of the pupil and bring it under the guidance of truth, we shall secure the end sought. When mankind were to be taught the way of life and obedience to the truth more perfectly, the Great Teacher came to earth and went about doing good, exhibiting a perfect example for human nature. So the teacher must *live* the truth. If he has the spirit of his Divine Master, and exemplifies the truth in his daily life, his heart warm toward his pupils, he will touch their hearts, for there is a power in *living* the truth that will draw the children to him as iron filings are drawn to the magnet, because they cannot help coming. Their coming will be only a question of time; like the buds on different trees in spring-time, there is a great difference in the time of their opening, but they all open under the warmth and light of the sun. This moral culture is mainly secured by indirect influences, sometimes by direct appeals, on proper occasions, and these are always occurring without being sought.



The habit of unhesitating obedience to lawful authority, which it should be the teacher's first care to form in every pupil whatever pains it may cost, is an invaluable part of moral training.

Have you a boy who comes to school ragged or dirty, it is a part of moral culture to induce him to get his clothes repaired, his skin clean, and if you can get a linen collar upon his neck, it may be the first awakening of self-respect, and be the beginning of a higher life to him.

The formation of a good character is the best preparation for the duties of life, and all the influences of the school ought to contribute as much as possible to this end.—*R. I. Schoolmaster.*

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### MAKE YOURSELF WORTH MORE.

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There is an instructive story told by T. S. Arthur of two clerks, employed in the same store, and at the same salary. One was constantly grumbling at the compensation received, and was very negligent of his duties, alleging that his pay was not enough to encourage him to do well. Let him only receive a larger compensation, and he would be active and diligent. His wiser companion reasoned that the best way to get a higher salary would be to earn so well the one actually received, and do so well the work required, that his employer should feel that he could not possibly spare so valuable a helper. The result proved the wisdom of his reasoning. The diligent worker was promoted—the idle one lost his situation.

There are many teachers who are teaching simply for the money, with no higher aim than to earn a living thereby. There is another class who have a strong desire to do good in their vocation, and who love their work, but still so much need their salaries for their support, that increased pay is always a highly interesting subject to them. But many teachers who teach for money only, get less pay than they would expect to receive in other occupations, and many who are conscious of faithful and conscientious endeavors, find that success does not follow their efforts to obtain increased pay. Districts in which they have labored long, feel unwilling to increase their wages, and seem rather inclined to keep them at starving point.

Now the same advice will serve for both classes of teachers. If you want more pay, make yourselves *worth more*. In proportion to your actual market value, will be the wages you receive. Not that your pay will rise as soon as you obtain and apply a value idea—not that you may not be sometimes disappointed of getting a desirable situation, but there is a demand for *good* teachers, and the supply is not above the demand. As Webster once said of the legal profession, "There is room enough above, but they are terribly crowded down below." If you wish to rise to the height of your profession, you must work constantly for self-improvement. You must neglect no means of self-improvement, You must read educational Journals to find out what is doing in education elsewhere. You must know what improvements are made in teaching, and be ready to adopt them. You must attend teachers' meetings, communicate freely with your fellow teachers, and

interest yourself largely in their work. Above all, you must know what you are pretending to teach. You must have more than one lesson in advance of your pupils. You must not try to teach Geography with your finger on the map, and be unable to correct a mistake without going to the book. You must be able to teach Arithmetic without a key, or a parcel of note books obtained from some predecessor in some table drawer. You must be able to spell without going to a dictionary for ordinary words, and use good English while pretending to teach that language. And if you are correctly informed in all these things, you have additional duties. Your mind must be cultivated in view to its own improvement. Nothing more enervates mental vigor than habitual dealing with inferior minds, or rather with undeveloped minds. Teachers become weary of their business because they take little interest in their own mental improvement. Their own elasticity of mind is gone, not because *drudgery* has impaired its powers, but from natural indolence, indifference or neglect. Constantly study some science, or read some books which are books, especially such books as pertain to your legitimate business. Study to be accurate in every thing, and to have your ideas in compact form. Study also to express your ideas in language which a child can comprehend. You may often fail to instruct, because your language is above the powers of comprehension possessed by your audience. Your manners, your personal appearance, your choice of company out of school, every thing, in short, which tends to form your character, tends to make your services worth more or less to those who employ you.

Teachers' wages are low enough, but if we examine our common schools we shall find that most teachers get all they earn. They are worth little because they never tried to be worth much. They cannot take a Teacher's Journal, because they could not afford it. They cannot write for one—they are not used to composing. They cannot go to teachers' meetings, or Institutes, that takes time and money. They cannot own the books which will give them solid learning, their wages require them to economize. There is a plausibility in this reasoning, but it is in short sighted. A man must serve his apprenticeship to any trade, and during his first few months or years, must give his time in order to secure his trade. Those who stint themselves in means of self-improvement save a few dollars at the outset, but lose the chance of going up higher. It is a false economy, sure to end in mediocrity or inferiority.—*N. H. Jour. Education.*

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A FAMOUS SCHOOL IN FORMER TIMES.—Many academical schools in the early history of our country, both in this and other states, had an extensive reputation.

I find the following notice of one, in the town of Lebanon, state of Conn., contained in Stewart's Life of Gov. Trumbull. Quoting from a letter of the governor's son; "my native place was long celebrated for having the best school in New England, (unless that of master Moody at Newburyport might, in the judgment of some, have the preference.) It was kept by Nathan Tisdale, a native of the place, from the time when he graduated at Harvard to the day of his death, a period of more than 30 years, with an assiduity and fidelity of the most exalted char-



acter, and became so widely known that he had scholars from the West India Islands, Georgia, *North Carolina*, and South Carolina, as well as from New England, and Northern Colonies."

We see from the epitaph on his tomb-stone that he died in 1787; and it was formerly understood that he taught in the same place 34 years; if so he must have begun about 1753, the time when the central parts of North Carolina commenced settling. The writer of this has attended school many a day in the same house, and it would be a matter of no little interest to know what students from this State resorted there about 100 years ago. The reputation of this school was so great that the students who went from there to Yale College, were received on the recommendation of the teacher, without examination.

OBWIBETIC.

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## THE WHIGS OF ENGLAND IN THE SEVENTEENTH CENTURY.

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In every constitutional government there are two classes—the conservative and the radical. The one is anxious to preserve, the other to reform; the one is the steady, the other the moving power in the state. The English government furnishes a fine example of the growth and development of these two classes. They existed in embryo at the birth of the nation, but not until the reign of Charles the First did they become distinct and well defined parties. The one was characterized by a bigoted devotion to the King, the other by an ardent love of personal freedom. In the eyes of the former, the person of the King was sacred and his power derived directly from God; in the eyes of the latter, he was the representative of the nation, and his power a trust conferred by the people, to be exercised for their benefit. The latter class received the name of Whigs. Two distinct elements entered into their composition—the religious and the civil. The Puritan furnished the religious element. His habitual seriousness, his inflexible firmness, his deep sense of his responsibility to God, united with a strong mind and a sound heart, furnish a character as firm and enduring as the pyramids of Egypt. Like the pyramid he stood in a moral desert—like it, he rose above the monotonous level of his own time, simple, severe and solitary. He espoused the cause of civil liberty mainly because it was the cause of religion. His politics, no less than his religion, were founded on the teachings of the Bible, and the dictates of conscience.

Joined with the Puritan, was another class comprising a portion of the aristocracy. They were distinguished by learning and ability and though careless in matters of religion, were passionate lovers of freedom. Their country was their idol. They worshiped it with the devotion of an eastern devotee.

To protect the privileges of the people against the encroachments of the prerogatives of the crown, is the leading purpose to which may be referred the policy of the Whigs.

All the elements of the English constitution existed at the time of the rebellion, but it was not clearly defined. The privileges of the people and the prerogatives of the crown were not clearly defined. It needed the careful pruning of a master hand to make the dwarfed un-

sightly sapling of 1645 a vigorous and shapely tree. Such was Cromwell the embodiment of Whig principles. With a strong head and courageous heart, he guided the tremendous energies of popular resistance, and compelled it to work for the establishment of constitutional liberty. The great error of the Whigs of this period, was the execution of Charles. His follies might diminish, but could not destroy the sacredness attached to the person of the King. The name was ploughed into the heart of the nation, and associated with whatever is adorable and lovely, commanding and inspiring. The strength of this sentiment, combined with the unnatural austerity of the Puritans brought on a revulsion as terrible in its effects to the Whigs, as the rebellion had been to their opponents. A storm of national indignation swept over them like a tropical tornado. The powerful struggle of the Whigs to raise society above a dead level, and their attempts to force society to a liberal principle—to a premature development, resulted in excesses nearly as disastrous as the evils they strove to correct. The stubbornness with which they urged the bill to exclude James from the throne, the execution of Strafford, the tampering with the French King and the infamous plot to assassinate their own, are examples of their excesses. These were not only great crimes but great errors. They inflicted wounds upon the body politic, which required its utmost energies to heal. Yet, during this period, the policy of the Whigs was not barren of results. By the passage of the Habeas Corpus act, they secured the person of the subject against the arbitrary exercise of Kingly power, and established a constitutional bulwark of personal freedom, such as exists in no other European government. They firmly and stoutly resisted the encroachment of the crown upon the commons—the prerogatives of the King upon the privileges of the people, and effectively advanced the cause of civil liberty of which they were the soul repository.

At a time when the tendency of the government was stronger towards despotism than towards freedom, James came upon the throne. With it he had inherited all the pride, obstinacy and cruelty of the Stewarts. With a strange perversity and blind ignorance of the temper of the nation, he determined to establish absolute monarchy. The Tories, divided between hatred of arbitrary power and devotion to their principles, were powerless. The Whigs like gold from the refiner's furnace, came out of their persecutions, purified and strengthened. Before them the vast power of James, which seemed immovably fixed, melted away like frost in the morning sun.

The Whigs did what was essential to the liberties of England. They placed William upon the throne and engrafted upon the constitution the principles of civil liberty, for which they had so long contended. They made the commons the paramount power in the state, by placing in their hands the public purse. Instead of the engines of political murder the courts became the constitutional guardians and protectors of individual liberty. Those frightful religious persecutions, which drained England of its best blood, ceased. The liberty of the press—the great safeguard of constitutional freedom, was secured. William was the natural ally of the Whigs. His large heart and comprehensive mind, his deep devotion to the protestant interest, and his great political sagacity, were



employed to establish and perpetuate the reforms of the party, which had placed him in power. His interest, no less than his love of liberty, impelled him to pursue this course, for he derived his title from the crown, the same source from which the people derived theirs to their liberty. It is the crowning excellence of the Whig policy, that they made the existence of monarchy depend upon the perpetuity of the popular constitution, and secured a government that looked with favor upon all speculations tending to liberalize the government, and with extreme aversion upon all which tended to arbitrary power. The crown became the champion of civil liberty; he became as eager as the people themselves to support constitutional privileges, and equally unwilling to strengthen the prerogatives of the crown.

The House of Hanover, no less than William was inseparably bound to the Whigs, for its very existence depended upon their ascendancy and support. From this time the Whigs became allies of the crown. Their policy placed England at the head of the Protestant interest, and in the first rank of Christian nations. It taught every nation to value her friendship, and fear her name. It made her the arbiter of the fate of nations, and the mistress of the seas. Like veins and arteries, its ramifications extended through, and vitalized every muscle and fibre of the vast political fabric, quickening it into expanded life and activity. It established, if not the best system of government, the most entire system of liberty, mankind have ever enjoyed. M. H. S.

### ANTIQUITIES.

It is probable that most of the current proverbs of the day have come down from remote ages.

We find mention of the games and amusements of children, and men too, in classical writers; such as the ball, building baby houses, playing at odd and even, riding on a stick, checkers, driving a hoop, &c. So, in learning to read, the ancients began with learning the names of the letters of the alphabet, and then combining them into syllables, then into words.

In Etruria, north of Rome, in making excavations into the tombs of the ancient Etruscans, a people of great power, before Rome was founded, 753 years before Christ, there was discovered a few years ago, "a little eruet-shaped vase, like an ink bottle, on which was inscribed the syllables: Ba, Bi, Bu, &c., as in a horn-book; and also an alphabet in the Pelasgian character." An example of an Etruscan alphabet, was found inscribed around the base of a child's cup; the letters running from right to left, but in shape, many of them very much like ours. Dionysius of Halicarnassus, in the second century of our era, says: "We begin by committing to memory the *names* of the elements of speech called letters. After learning these *names*, we are taught the forms and powers of the single letters, then their combination into syllables, and the conditions which affect syllables. Having mastered these elements, we learn the parts of speech, such as nouns, verbs, conjunctions and the like; and when we are able to distinguish these, then we begin to write and to read, pronouncing the words slowly at first, and syllable by syllable, until rendered familiar by practice."

## EXTENSION OF THE ENGLISH LANGUAGE.

As we believe that there is no language used on earth that contains so many books in every department of science, literature, and no language used by so many religious, benevolent, free, and earnest men—earnest in every thing pertaining to the best welfare of the race—so we are gratified to muse upon the extent to which this language is now used, and upon the continual spread of it among the nations. Besides being the good old mother tongue of the British Isles and of the United States, it is used all over the immense and widely extended colonies of the British Crown in North America. It is the language of the larger portion of the West India Islands. It is spoken in all the centres of commercial activity in every part of South America. It is the sole language of the infant nations of Australia, New Zealand, and Van Diemen's Land. And, by the activities of American and English commerce and missionary enterprises, it seems destined to spread among the countless Pacific Isles. It prevails along the coast of Eastern and Western Africa, and is moving upwards from the Cape of Good Hope into the most central regions of that continent. "All along the Egyptian highway to Asia it is a familiar sound." The most active and influential of the native population of India, from Cape Comorin to the Himalaya mountains, are zealously engaged in acquiring it. It is one of the every-day-used dialects in five of the most populous and commercial ports of China. And recent treaties, and the already opening commerce of England and America, is making it familiar to the ears of the dwellers in the populous islands of Japan. All these facts indicate the continual progress of the English language among the nations; and it certainly seems destined to be spoken and used by a larger number of the human family than any other language. And as these two things are true, first, that this language contains more religious literature than any other language; and, second, this kind of literature is sure to go wherever the language goes, therefore we look with great satisfaction on the wider and wider spread of our mother tongue among the nations, in view of the moral and religious advantages sure to arise from it.

*Boston Journal.*

TOBACCO.—From a rare book in 1658, called "*Sylva Sylvarum*, or a Natural History," by Francis Bacon (Lord Verulam,) I copy the following extract, touching a plant with which in this age we are all familiar.

"Tobacco is a thing of great price, if it be in request; for an acre of it will be worth (as is affirmed) two hundred pounds by the year, towards charge. The charge of making the ground and otherwise is great, but nothing to the profit. But the English tobacco hath small credit, as being too dull and earthy nay, the Virginian tobacco, though that be in a hotter climate, can get us credit for the same cause; so that a trial to make tobacco more aromatical and better concocted here in England were a thing of great profit. Some have gone about to do it by drenching the English tobacco in a decoction or infusion of Indian tobacco; but those are but sophistications and toys, for nothing that is



once perfect and hath run his race can receive much amendment.— You must ever resort to the beginnings of things for melioration. The way of maturation of tobacco must, as in other plants, be from the heat either of the earth or of the sun. We see some leading of this in the musk-melons, which are sowed upon a hot bed, manured below, upon a bank turned to the south sun, to give heat by reflection, laid upon tiles which increaseth the heat and covered with straw to keep them from the cold. They remove them also, which addeth some life, and by these helps they become as good in England as in Italy or Provence. These and the like means may be tried in tobacco. Enquire also of the steeping of roots in some such liquor as may give them vigor to put forth strong."

### AN IGNORANT DRUGGIST.

A physician at Worcester (Eng.) had prescribed for a patient, "Decoct. Cascarillæ," to which he added "Tinct. ejusdem" (of the same.) This prescription was sent to a druggist in that city to be made up, but in vain was the shop searched by the principal assistant, for a bottle labelled, "Tinct. ejusdem."

An equally fruitless search was made through all the druggists' shops in that city. At length the conclusion was arrived at, that so scarce a tincture as the "Tinct. ejusdem," certainly must be, was not to be met with in Worcester, and the prescription was actually returned, with the request that Dr. — would be so good as to substitute some other tincture instead of it.

So for the want of a little knowledge, on the part of those who deal out medicines, the healths and lives of men are trifled with; and even destroyed. Substances, the most diverse in their natures and qualities, are substituted for each other. How long will the community endure practitioners, who know not the nature and scarcely the *names* of the remedies they administer; and who make up for their want of preparation and skill, in assurance—and in charges. MEDICUS.

SMOKING A CAUSE OF INSANITY.—The terrible ravages which tobacco is making on the bodies and minds of the young seems to be attracting the attention of medical men in various parts of the world. In a pamphlet just issued by Dr. Seymour, of London, on Private Lunatic Asylums, and the causes of insanity of late years, the Doctor denounces with emphasis as one of the producing causes the practice of immoderate smoking indulged in by boys and young men at the universities and "larger schools, now called colleges." The Doctor's remarks are as applicable to the youths of this country as those of Europe. No one conversant with disease can doubt that *excessive* smoking, especially in the case of young people, must be highly injurious to both mind and body. Its effect is to depress the circulation—the heart becomes weak, irregular in its action, and the pulse is scarcely to be felt. The victim becomes irresolute and nervous, his appetite fails, and his mind fills with imaginary evils. This may continue for years, but at length the smoker dies often suddenly; then examination has shown that the muscular structure of the heart is imperfect in its action; the

left side is thin, and in some cases, in which sudden death has occurred, there has been found little more than a strip of muscular fibre left on that side. The question of restraining boys from smoking is rather a difficult one to deal with, but the grave interests at stake seem to demand that some action should be taken in the premises.

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### THE GREAT INLETS OF KNOWLEDGE.

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The Hebrew word, signifying "to know," corresponding to Sanscrit *wid*, Greek *eido*, Latin *video*, English *wit*, *weet*, *wot*, is composed of the characters, that stand for "*hand*" and "*eye*." How expressive then. We gain knowledge, it is true, by other senses, as hearing, smelling, &c., but mostly by sight, and by what some call the fifth sense, that of touch.

And if the latter is limited in its range of objects, the former is very extensive: it brings us into connection with the most remote parts of the universe. Hence we are said to *behold* them, as if actually in contact, and *holding* on to them.

How natural it is, when you speak of having any strange, or curious thing, for the person spoken to, to wish to see it; and if he is a child, or ignorant, not to be satisfied, till he handles it. He must touch and examine it closely.

When Christ, after his resurrection, appeared to his disciples, they thought him an apparition, but he said to them, Luke 24: 39. "*Behold my hands and my feet, that it is I myself; handle me and see; for a Spirit hath not flesh and bones, as ye see me have.*" Here Christ acted on the principle we were speaking of. The verbs "*behold*" and "*see*," in the first case here are the same, and according to Robinson's Lexicon, "they imply not the mere act of seeing, but the actual perception of some object." "*See*," in the last instance, is a different word.

See, also, what Thomas says, John 20: 24. "Except I shall see in his hands the print of the nails, and put my finger into the print of the nails, and thrust my hand into his side, I will not believe."

The human mind will not rest satisfied without the best evidence; and as the whole matter of the Gospel scheme rested upon the establishment of the fact of Christ's resurrection, he gave the apostles the best possible evidence of his identity.

E. F. R.

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**DON'T SWEAR.**—Profanity is one of the most offensive and disgusting habits to which unredeemed humanity is given; to say nothing of its sinfulness (which every one of course understands) profane swearing is a vile, vulgar, low-bred habit, from the indulgence of which a proper self-respect should restrain a man, even if he has no regard for the dictates of religion. It is a habit too, which increases with fearful rapidity, when once given way to; and we have known of instances where men who were once highly respectable, but who unfortunately contracted this habit, have soon sunk so low as to use such language in their own families, and even to swear at their wives and children.



## GEMS.

There are some happy moments in this lone  
 And desolate world of ours, that well repay  
 The toil of struggling through it, and atone  
 For many a long sad night and weary day.  
 They come upon the mind like some wild air  
 Of distant music, when we know not where,  
 Or whence, the sounds are brought from; and their power,  
 Though brief, is boundless.—*Halleck.*

That very law which moulds a tear,  
 And bids it trickle from its source,  
 That law preserves the earth a sphere,  
 And guides the planets in their course.—*Rogers.*

Earth is an island, parted round with fears;  
 The way to heaven is through a sea of tears;  
 It is a stormy passage, where is found  
 The wreck of many a ship, but no man drowned.—*Quarles.*

There's a proud modesty in merit!  
 Averse to asking, and resolved to pay  
 Ten times the gift it asks.—*Dryden.*

Who has not known ill fortune, never knew  
 Himself, or his own virtue.—*Mallet.*

Oft the cloud which wraps the present hour,  
 Serves but to brighten all our future days.—*B. Brown.*

The truly noble are not known by pomp;  
 But inborn greatness and diffusive good.—*Anon.*

The good are better made by ill,  
 As ordors crushed, are sweeter still.—*Rogers.*

THE WASTE OF WAR.—In the sixteen years intervening between 1797 and 1815 the French army absorbed 4,556,000 men. The number raised by conscription for Napoleon's army was 2,476,000 men. The army of 1812 was composed of recruits from eighteen to twenty years of age. Of a million and a quarter raised in 1813 only 100,000 remained alive in 1814. France, in addition to this loss of her citizens, had to pay seven hundred millions of francs as indemnity of war to the allied Powers and four hundred millions for the support of foreign garrisons. These figures show the cost of a war such as the Powers of Europe are now about entering into.

Professional eminence and literary fame shall die and fade away with all things earthly; character alone remains.—*Webster.*

## Common School Department.

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GREENSBORO, N. C., July 7, 1860.

*Examining Committees—the studies upon which they are to examine those who wish to teach Common Schools. Official decisions of the General Superintendent.*

Dear Sir :—You ask me whether “the Examining Committee are entitled by law to examine persons in the Dictionary, that is in regard to the definition of words, in Algebra, Astronomy, Philosophy, &c., when at the same time we (teachers) get no numbers on any of them.”

My opinion is that the Examining Committee are to be confined in their questions to the branches of an English Education—and more especially to those upon which numbers are given in the certificates printed under directions from the office of the General Superintendent.

The law says that “any branch of an English Education may be taught,” in the Common Schools; but, very properly, it does not say in how many of these branches every teacher shall be compelled to give instruction.

This matter is left to the sound discretion of the Superintendent and the Examining Committees; and I long ago recommended that certificates be issued to a limited number who are able to instruct only in Spelling, Writing and Arithmetic.

The reasons for this recommendation were given in full, and the circumstances stated under which such certificates might be issued; and as these reasons do not, or ought not now to exist, at least to such an extent as formerly, I am urging Committees of Examination to refuse license to any who do not teach Grammar and Geography, unless by so doing they would render it impossible for the schools to be taught.

There must still be discretion, and it would be unwise and injurious to undertake to enforce any absolute rule.

But while persons who can teach Spelling, Reading, Writing, Arithmetic, Geography and Grammar are, under my instructions, undoubtedly entitled to certificates, they may be examined on other branches.

They ought not to be refused for not knowing other studies; but those named above certainly do not constitute all the branches of “an English Education.”

I do not regard it as desirable to have Astronomy introduced into our Common Schools at present—but the Elementary principles of Natural Philosophy, Book-Keeping, Surveying &c., &c., I think important branches of an English Education.

Examining Committees may, therefore, ask questions upon these—and by this means they may promote the study of these branches.

But ignorance of these branches will not prevent persons wishing



to teach from receiving certificates, *provided*, they are qualified to teach the studies named on the certificates.

As to questions in regard to the definition of words, &c., these I regard as of great importance.

This is not a distinct branch, or science ; but to know the meaning of words in general use and the habit of constantly referring to the dictionary should be considered as a part of the qualifications of the good reader.

With much respect, your obedient servant,

C. H. WILEY.

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### TEACHER'S ASSOCIATIONS.

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The period for the commencement of common schools has again arrived.

Our system needs assistance ; and should it fail to receive it, it will languish and fail to continue, even to do a *little* good.

We want uniformity in text books ; a regular attendance of the pupils ; frequent, and willing, visits from all concerned—parents, guardians, school-officers, &c.; lastly, we want *union* upon the subject, an entire co-operation on the part of every one. Then, having the right kind of grit in the chair, and allowing the schools to continue at least *five* months in the year, (either by subscription or otherwise,) we hope to succeed in accomplishing the object of the system. "To educate the entire mass of the people:" there are other exigencies, "but I's 'fraid tell ye all, at once, 'fear ye could'nt bore it."

Give us a Teachers' Association in every county in the State ; a copy of the *Journal of Education* to every district, to form the basis of a future library ; and any teacher, who makes from forty-five to one hundred and fifty dollars every session, who thinks he can't pay one dollar for it, ought to lay his grievance before the people and petition his excellency, Gov. Ellis, for a copy free of cost, pre-paid ! Please say, that the counties of Caldwell, Burke, and Cleaveland are going into this new movement, and we hope soon to see the proceedings in our organ, the *Journal*.

R. M. S.

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THE MEANING OF WED.—In Bailey's Dictionary we find the following : "To wed, (weddian, or beweddian, Sax.; wedder, Dan. The Teut. wetten signifies to lay a wager, is therefore, in the plain sense of the word, not applicable here, but might pass figuratively, considering the uncertainty whether a person who engages in matrimony will win or lose,) to take a wife or husband, to marry."

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Louis Napoleon is said to be by race an Italian, by birth a Dutchman, by school education a German, by military education a Swiss, by practical education an American, by political studies an Englishman, and by his crown a Frenchman.

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We never respect persons who aim simply to amuse us. There is a vast difference between these men we call amusing and those we denominate entertaining ; we laugh with the former and reflect with latter.

## Resident Editor's Department.

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MEETING OF THE STATE EDUCATIONAL ASSOCIATION.—The Executive Committee have decided that the next annual meeting of the Association shall be held about the middle of October, the place and exact time to be determined and announced in the next number of the Journal. In the meantime, we deem it proper to call the attention of the members to the various items of business that will be brought before the Association, by the committees appointed at the last meeting.

We hope these committees will all be prepared to make full reports, on the subjects referred to them, since very much of the interest and utility of our meeting will depend upon the manner in which they discharge the duties imposed upon them. We copy from the proceedings, the names of the different committees and the subjects on which they are expected to report, that they may be reminded of what the Association expects of them, and that other members may have an opportunity of communicating to them such facts and suggestions as may aid them in their work.

*Resolved*, That a committee of five be appointed to devise and report a plan, to secure an equal and authoritative representation, in this Association, of the Common School interest in each county in the State.

The Committee appointed, under this resolution afterwards reported by offering the following, which was unanimously adopted :

*Resolved*, That this Association respectfully, but urgently request the "Board of Superintendents of Common Schools" of each county to appoint two representatives to attend the annual sessions of the Association.

A Committee, consisting of Mr. S. D. Pool, Rev. T. M. Jones and Rev. C. H. Wiley, was appointed to consider the expediency of introducing a uniform system of text-books into the "schools of every grade, in North Carolina, both male and female."

Rev. C. H. Wiley, Rev. F. M. Hubbard and Rev. T. M. Jones, were appointed to report, to the Association, "a plan for establishing Normal schools in our State." Since this is a subject that requires legislative action, and the Legislature will be in session soon after the meeting of our Association, it is important that the committee should have a plan fully matured, if we expect to secure any immediate action, on the part of the State.



The By-laws require that the Association, at each meeting, shall select a subject for discussion and decision at the next annual meeting, and shall appoint a committee, of not less than three nor more than five, to bring it before the meeting by report or reports.

On motion of Rev. C. H. Wiley, it was :

*Resolved*, That the question for discussion, at the next annual meeting of the Association, be the expediency of establishing Normal Schools ; and that it be referred to the committee already appointed to report on this subject.

*Resolved*, That a committee of three be appointed to examine the present course of study in Common Schools and report to this Association, at its next meeting, as to the practicability of elevating and enlarging said course ; also, to report a suitable course of study for Common Schools, and a set of text-books adapted to the course recommended.

The committee appointed, to carry out the provisions of this resolution, consists of Rev. J. H. Brent, Rev. C. H. Wiley and Samuel Venable.

A committee of three, consisting of Col. C. C. Tew, Capt. D. H. Christie and J. H. Horner, was appointed to report to the Association, at its next meeting, on the character and probable utility of military, and polytechnic schools.

A committee was appointed, to consider the subject of graded schools, with special reference to the wants of this State, and to report at the next meeting of the Association. The Committee consists of Messrs. C. W. Smythe, Andrew Conigland and Jno. G. Eliot.

The following are the standing committees required by the By-laws, with the duties assigned by them.

*Committee on Common Schools* : Hon. Jno. W. Ellis, Rev. C. H. Wiley, Rev. J. H. Brent, W. K. Lane and A. J. Yorke.

*Committee on Journal of Education* : J. D. Campbell, D. S. Richardson, Rev. C. H. Wiley, A. H. Merritt, M. S. Sherwood, W. W. Holden and W. J. Yates.

*Committee on Lectures and Essays* : Prof. F. M. Hubbard, Rev. W. L. Van Eaton, Rev. W. B. Jones, Rev. W. H. Doherty and R. H. Graves.

*Committee on Educational Statistics* : Rev. Neill McKay, Rev. C. H. Wiley, Thomas Marshall, Rev. Wm. Gerhard and J. H. Mills.

"It shall be the duty of these committees, in addition to any special business from time to time committed to them, to make to each meeting of the Association such reports, suggestions and recommendations, on the subjects in regard to which they are appointed, as they shall deem important.

The Committee on Essays and Lectures shall, each year, select not more than three persons to deliver Essays before the Association, and, if the subjects for the Essays are not determined by the Association, the committee may select them."

The Committee on Educational Statistics, made a partial report, in which they stated, that they had received full statistics from 61 schools,

including Colleges, Academies, select Classical Schools, &c., employing an aggregate of 245 teachers, and instructing 4648 pupils. They had also ascertained the location of 124 other, similar schools, from which they have received no reports.

The subject was continued in the hands of the Standing Committee, with the request that they will endeavor to secure full statistics.

We hope that each member of these committees will see that the subject assigned to him is fully and fairly presented to the Association; for without carefully prepared reports from important committees, we can never hope to accomplish fully the objects for which we have associated ourselves together.

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CLEVELAND COUNTY.—A letter from the Chairman of the Board of Superintendents of the county, informs us that the Board and Examining Committee held a meeting, at the Court House, on the 7th July, and after transacting other business, proceeded to organize a County Association. J. R. Logan, Chairman of the Board, was called to the chair, and J. W. Gidney appointed Secretary.

The object of the meeting was explained by J. J. Parcell, and on his motion, a committee of five was appointed to report a Constitution and by-laws.

After the enrolment of the teachers present and some other gentlemen as members of the Association, the claims of the *N. C. Journal of Education* were presented and fifteen of the teachers subscribed for it.

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THE MAILS.—For several months, we have been constantly receiving letters from our subscribers, at several different offices, informing us that the Journal does not make its appearance. We are unable to account for the failure, but knowing that the Journal is regularly mailed to all, we are obliged to conclude that the fault is some where on the mail routes. We would cheerfully supply the missing numbers, but our supply of back numbers is exhausted, except for the last two months.

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COMMON SCHOOL DEPARTMENT.—The matter for this department is furnished principally by the General Superintendent of Common Schools, and he requests us to state that sickness has prevented him from preparing an article that he intended for the present number. We hope he may return from the Sea-shore and Springs, fully recruited in health, and that his life may be long spared, to be devoted to the noble cause of popular education.

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AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-First Annual Meeting of the American Institute of Instruction will be held at the Tremont Temple, Boston, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st, at 11 o'clock A. M.



COUNTY ASSOCIATIONS.—A teacher, in Caldwell County, sends us a short communication, on the subject of "Teachers' Associations" which we insert under the "Common School" head, as it relates especially to the wants of the common schools. In his letter accompanying it, he alludes to the efforts they are making to form Associations in his own and adjoining counties, and asks to give them some encouragement editorially. We have frequently alluded to this subject, urging the teachers, in every county, to associate themselves together, for mutual improvement: and we know of nothing that we can say, at present, that will probably come nearer complying with the request of our correspondent, than to give some of our experience, in regard to such associations.

In this county we have had an Association, *nominally* existing, for several years. The great difficulty in the way of keeping it up and making it efficient, has been the negligence of the teachers of common schools in attending the meetings. During the present year, the examining committee have taken special interest in the matter, and we have adopted the following plan, with a fair prospect of success.

It is the custom of the examining committee, to meet, for the purpose of examining teachers, on the Saturday of each county court week.

They spend the whole day in examining applicants, conducting the examination principally in writing; and that they may have full time to look over the written answers, grade and fill out the certificates, they give no certificates until the next Saturday, which we have adopted as the regular day for the meetings of our Association. The grades of all who have been examined are then read publicly, during the meeting, and the certificates delivered.

By this means, we secure the attendance of nearly all who are present at the examination, and many others, who were previously examined, and have become interested in the meetings; and we are sure of at least four regular meetings of the Association, during the year.

We recommend the plan to other counties, and ask the examining committees to give it a trial. They can exert more influence upon the teachers than any other persons, and the progress of our common schools depends very much upon the fidelity with which they discharge their duties. We would advise other committees too, to adopt the plan of meeting for examinations, during court week, since it places their meetings at regular intervals and the time is always known to all who may desire to be present.

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Astronomy is the oldest of the sciences; it was first studied by shepherds, while watching their flocks at night.

QUESTION.—*Mr. Editor*: I desire to ask the readers of the Educational Journal, to favor me with an Arithmetical solution to the following question:

A man has a note in the bank worth \$1000, which is to be renewed and he has \$500 which he wishes to pay when he renews it. His endorsers are not willing to sign the renewal note, unless he fills it out at home. What amount must he put in the renewal note, so that the \$500 may be used between a payment and the discount on the remainder, or renewal note for Godays?  
O. W. S.

MOORE COUNTY.—Since the publication of the July number, the Chairman has sent us an order for sixty-four copies of the *Journal*, one for each school district in Moore county. We hope the Boards in all the counties in the State will soon adopt this plan of bringing their school districts into direct communication with the General Superintendent.

### BOOK TABLE.

A KNOWLEDGE OF LIVING THINGS, with the laws of their existence. By A. N. Bell, A.M., M.D. New York: Bailliere Brothers.

This work treats of the Kingdom of Nature; the properties of matter; inorganic bodies; air, water, the Earth; Life, diversities of development; Plants; Transition of Matter; the consummation of organic development; the functions of the organs; aliment and digestion; circulation of the blood; respiration; functions of the senses; the sum of life, &c.

The style of the author is interesting, while the subject is peculiarly attractive. The last chapter, on "The sum of life," points the reader to the great end for which we were placed in this world, and leads the student of nature "to look, through nature, up to nature's God."

THE ECLECTIC MAGAZINE, for August, is on our table. This number fully sustains the high literary character of the Eclectic; and the embellishments, portraits of Sir Robert Peel and the Prince of Wales, are very fine. A new volume begins with the September number, and as we continue to furnish this excellent Magazine and the *Journal* for \$5, this is a good time to send in your orders.

BLACKWOOD'S EDINBURGH MAGAZINE, re-published by Leonard Scott & Co., New York. We have received the July number and may safely pronounce it equal to its predecessors.

HARPER'S MAGAZINE.—The August number has just made its appearance, and presents a rich and varied table of contents. We find in it the first of a series of articles on the "Red River Country," finely illustrated. The price is only \$3 a year, and we think we may promise it with the *Journal* for the same price.



## SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

### School Committees.

**HOW ELECTED.**—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

### Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

### Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

### Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

**OTHER OFFICERS.**—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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## MEANS OF PROFESSIONAL IMPROVEMENT

[The following article is taken from an excellent book for teachers, by Chas. Northend, A. M., of New Britain, Connecticut, entitled "*The Teacher's Assistant*." We take pleasure in commending this book to the attention of teachers, as one well worthy of a place in their libraries.]

My Dear Friend:—

You ask me what you shall do in order to keep alive your interest in your chosen work, and at the same time better qualify yourself for your highly important and responsible duties. The mere fact of your asking for this information greatly raises you in my estimation, and confirms me in the belief that you will prove an honor and an ornament to your profession. Most cheerfully will I advise you on this subject; and, though I may not say all that might be said, I hope I may offer a few hints that will be beneficial.

We need no arguments to prove that "knowledge is power;" it is an admitted fact in all departments. To know how to do a work just as it should be done, is worth far more than to know how to do it in a way barely passable. They who really excel in ability to communicate information, or perform a work, will have an influence that will be truly valuable. Knowledge is wealth.—it is capital. An eminent lawyer was once consulted by a farmer in relation to a question of great importance to the latter. The question was promptly and correctly answered by the simple monosyllable, "No." "How much am I to pay you for your opinion?" said the farmer. "Ten dollars." said the counsellor. "What! ten dollars for just saying *No*?" "Ah, but you must consider that I spent much time and money, and studied many books, that I might know when to say *No*."

The negro, who prided himself on his peculiar skill as a butcher, realized that knowledge was wealth. Pompey was employed to dress a calf,—a work which he performed with remarkable skill and dispatch, and for which he demanded two dollars,—just double the common price. His employer remonstrated, saying that one dollar was the usual price. "But," said Pompey, "I charge one dollar for the work, and one dollar for the *know how*!" True knowledge and prac-



tial skill will prove a mine of power and wealth to the teacher; and truly wise is every one who seeks for and improves all means for professional knowledge and growth. I will name a few of the more prominent.

*Read works on Education.*—The number of works bearing directly upon the teacher's mission is, I am sorry to say, very small, and most of them of very recent origin. I would recommend that you get access to as many as possible; and from time to time, as opportunity offers and means allow, add such works to your own professional library. It may seem novel to you to have me speak of the teacher's "professional library;" and I am very sure that the idea would seem quite marvellous to many who have devoted years to the business of instruction. But can you see any good reason why a teacher should not have a library? Can you not, indeed, think of many reasons why he should have one. What would be thought of a clergyman, physician, or a lawyer, who should enter upon his professional career without first securing a collection of books for general reference as bearing upon the interests of his peculiar calling? Would such a one be likely to succeed, or would he long possess any of that *esprit de corps* which ought to characterize him? The man who wishes to excel as a sculptor will make any sacrifice to learn what has been written and said in relation to his favorite work. The artist who would prove a workman of no mean repute, will practice any amount of self denial in order to become the possessor of volumes treating upon his employment. And if they who work on inanimate material are thus interested to increase their knowledge and skill, should they not be equally so who are called upon to fashion and develop that living material which will exist throughout the endless ages of eternity? It is sad, indeed, to reflect that so many engage in teaching who never manifest the least interest in reading. My mind now recurs to the case of two young ladies who engaged in school-keeping under very favorable circumstances. They possessed many desirable qualifications, and, at first, manifested an active interest in their work. But it was only ephemeral. Though they had access to numerous books, they were never known to peruse them. As a consequence, and a very natural one, their interest soon waned.—Their first term was quite successful, because the novelty of the work enlisted their interest and efforts. They soon, however, fell into a lifeless, formal routine, and became inefficient teachers, and were obliged to abandon the work. Had they devoted a small portion of their leisure time to the perusal of educational works, their interest would have been kept alive, their zeal increased, and their minds enlarged and improved.

I rejoice that with you it is otherwise. I have long known the interest with which you have perused all works calculated to increase your general and professional knowledge. You, I know, need no urging on this point, and I will simply offer one or two hints in relation to your reading, for it is quite as important *how* you read as it is *what* you read. One person will read a valuable and instructive volume, and be none the wiser,—gaining no new ideas, receiving no impressions or hints tending to confirm or modify his former views. He reads carelessly,—without reflection and without profit. Another person

will arise from the perusal of the same book with enlarged views, better plans, nobler aspirations, stronger purposes.

In reading, therefore, endeavor to obtain something from every work which will make you wiser, stronger. To this end, read with a discriminating, reflecting mind. So far as the book you read is sound and valuable, aim to make its general spirit and views your own; but do not often adopt as your own a *specific* plan or course, until you have adjusted it to existing circumstances, and proved its general adaptedness to your situation and wants. A course that may have been entirely successful with another, under peculiar circumstances, may result quite differently with you, under circumstances varying but slightly. In order that any scheme may produce precisely the same results, in different times and places, it is not only essential that its operation be under circumstances exactly similar, but also that the moving or operating power be precisely the same;—and such a combination seldom occurs. One man, for example, may use some improved machine with entire satisfaction, and delight in its operation and success, while another may use the same machine and pronounce it worthless,—simply because in the manner of using, or of some unusual or peculiar circumstances in relation to his work, he did not understand the principles of the machine sufficiently to adjust it to existing peculiarities. Some slight change in the adjustment of some part of the machine, or in its mode of operation, might have insured its entire success. In all your reading, aim to grasp general views and principles, rather than adopt some precise and undeviating plan; for your success as a teacher will depend much upon your own efforts, and upon your power to impart a degree of individuality to whatever plans you may introduce.

I would not be understood to advise that all your reading be exclusively of a professional bearing. Far otherwise. Let it partake of variety, but never of that trashy and ephemeral literature which is scattered broadcast over the land. Read well written books, that you may increase your knowledge and discipline your mind. A well-conducted newspaper may be the medium of much valuable information. I would recommend that you habitually read some good newspaper, with a view to keeping enlightened in the prominent and important events and movements of the day. Read, that you may learn; and learn, that you may teach. Every new attainment, every wise acquisition, every practical idea gained by you, will give you influence over those under your care. Therefore, read, that you may increase your ability to instruct and discipline others. Knowledge is power; and a power that every teacher should gain in the highest possible degree.

Be sure to subscribe for, and read, at least one educational periodical. Teachers' Journals are a modern aid. All the monthlies, now in existence, supported by teachers, and devoted to the great interests of popular education, have been established within twelve years, and most of them within five or six years. It is one of the most hopeful signs of the times, that teachers themselves are assuming the editorial charge of these journals, thus insuring a practical character. The monthly receipt and perusal of a well-conducted work of this nature will prove beneficial to you. It will bind you to your profession; it will enlighten your mind; it will cheer your heart; it will prove a



valuable medium of intercommunion; and in various ways it will be of service. If you have not sufficient interest in your work to induce you to become a subscriber to one of these works, the sooner you abandon the business of teaching, the better it will be for the community. And what I say to you, I would say to all others. *No person should assume the employment of teaching, who does not possess enough of professional interest to cause him to aid in the support of a periodical devoted to the great interests of his profession,*

*Be a Contributor to some Educational Journal.*—Do this for your own good, and for the good of your profession, ever bearing in mind, that whatever you do for your own improvement will result in the good of your profession, and also that whatever you do for the elevation of your chosen calling will result in your personal benefit. The whole is made up of parts, and the several parts are affected by the general tone and condition of the whole. Do you say you cannot write,—that you have not accustomed yourself to it? Then I say you should commence and ascertain whether your inability is *real* or only *imaginary*. My impression is, that you will find no difficulties that you will be unable to overcome,—no obstacles that will prove insurmountable to a determined spirit. It will do you good to cope with difficulties,—strengthen you to conquer them. You owe it to yourself, no less than to your profession, to contribute something from your own mind and experience for the benefit of those laboring in the same cause.

*Visit the Schools of Others.*—If you will do this with the right spirit, with a desire to learn, it will prove highly beneficial. The watchful and discriminating teacher will gain some useful information, or receive some valuable hint, from every school he may visit. He will profit not only from the excellencies, but also from the errors, of others.—It may be that errors exist in your school which have been formed so gradually as to have escaped your notice. Your attention is so constantly directed to two particulars,—governing and instructing,—that it would not be strange if some deviations should escape your watchful eye. When you visit the school of another, circumstances are different; you go as a spectator; you feel that you have no direct interest in the exercises; you have nothing to do but to listen and observe.—You will, very naturally, look for excellencies and for defects; and from both you may derive profit,—only do not be captious. It may be that you will, on your return, see your own school in a different light, and learn that you are not above criticism. Perhaps I may be better understood by relating an instance in my own experience; for I have visited many schools, and always with profit. I once visited the school of a friend, who enjoyed a good reputation as a successful teacher. The school was, in the main, a good one, but I noticed one habit in the spelling exercise which I considered a bad one. As the pupils spelled, they neither pronounced the syllables as they spelled them, nor the words when finished. It appeared to me a little singular, that so good a teacher should allow so bad a habit to prevail; and I rather congratulated myself that I was more careful in my own practice. To my surprise, when I next conducted a spelling exercise in my own school, I found that precisely the same error, in kind, if not in degree, existed

somewhat on the part of my pupils. From it I learned a useful lesson. Visits to the schools of others may impart many such lessons.

*Teachers' Meetings and Teachers' Institutes.*—You will find it much for your interest and professional improvement to attend teachers' meetings as often as opportunity offers. It will do you good to meet with those who are engaged in a similar employment,—with those who can sympathize with you. Such meetings, whether large or small, may be productive of much good. Two or three farmers, mechanics, ministers, or physicians would probably derive mutual benefit from an hour's interview and familiar talk. So, particularly, it will be with teachers; they will either obtain new information, or become more fully confirmed in some old plan or method. But, if you would be truly benefitted by teachers' conventions, you must exercise the right spirit; and while you aim to receive some benefit and some new information from every such gathering, do not expect that everything you may hear will be new to you, or precisely adapted to your individual circumstances or wants. Remember, it is only "little by little" that we make advancement or growth in knowledge, whether of a general or professional nature. Strive constantly, and in every suitable way, to honor and elevate your chosen profession, by adding to your own personal qualifications, and thus proving yourself an intelligent, earnest, and active member. Seek to honor your calling, and not live and act as though you expected that to honor and exalt you.

*Be diligent in Professional Labors.*—If it is ever true in the material world, that "the hand of the diligent maketh rich," it is emphatically true that the mind is enriched and expanded by diligent application and wholesome exercise. As bodily sloth and idleness lead to destitution, want, and misery, so mental inactivity will lead to mental imbecility and unproductiveness. Persevering diligence in any work will overcome obstacles apparently insurmountable, and secure the accomplishment of the most important and surprising results. It is this that has subdued the wilderness, and caused it to be a fruitful garden. It is this that has furrowed our country with railroads, and made a safe track for the iron horse from the ocean to the mountains and valleys beyond. It is this that has sprinkled all over the surface of our country beautiful and thriving villages. It is this that has brought the luxuries of distant lands and the wealth of the ocean to contribute to our comfort and welfare. The sails that whiten our oceans; the steamers that plough our waters; the locomotives that sweep through our towns and villages, rushing through mountains, over plains, and across rivers and ravines; the wires that extend through the land and under the ocean,—all declare the power of well-directed diligence. Be ever active in all the operations and concerns pertaining to your profession, ever laboring to improve yourself, to aid others, to promote the great interests of education, and the fruits of your efforts will be neither few nor small.

Your sincere friend,  
C.

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Books and learning may give a man power and confidence but unfortunately, they are often very far from giving him either feeling or politeness.



## SEEING AND HEARING.

It has been a fault in our schools that pupils have not been taught to see and hear. Hence, we have hundreds of men who "having eyes see not, and having ears hear not." They live and move in the midst of the most beautiful scenery and surrounded by the wonders of nature, and yet if they see at all, it is as "through a glass darkly!" They discern no beauties in the works of creation, and the most enchaining landscape is to them simply a collection of pasture, woodland, field and meadow, attractive only as a source of profit. They see no God in nature, nothing to awaken devotional feelings, nothing to excite admiration. The lofty mountain and the flowing river are often regarded as mere obstacles to man's progress,—or as the means of contributing to his material resources. Every object is viewed only with a *dollarish* eye and every flower is snuffed for its *copperish* scent.

How different is it with the man who has been trained to see and who, in beholding the works of Nature, is led to adore as he looks "through Nature up to Nature's God." To such an one, every mountain, hill and valley, every forest and river is radiant with the smiles of infinite goodness and wisdom. The babbling brook no less than the majestic river and the mighty cataract proclaim the power of the hand that made them. The springing grass, the waving grain, the stately forest and the opening flower, alike speak of the goodness and omnipotence of God. If he looks upward and beholds the "glittering stars" that gem the sky, he is ready to exclaim:

"Forever singing as they shine,  
The hand that made them is divine."

The man of untrained ear hears no sounds except those of a discordant or utilitarian nature,—while for him who has been taught to hear aright, the world is full of music and sweet sounds. All animated nature is ever chanting in soul-stirring notes the wonderful goodness and wisdom of Him at whose command they sprang into existence.

We may find in every community, men who have ears and eyes, and those who are virtually destitute of both. The former revel in beautiful scenery, listening to nature's sweet and varied music, while the latter grope their way as in darkness,—hearing no harmonious sounds; the former are happy, ever breathing and diffusing a spirit of cheerfulness, the latter sad and censorious,—ever complaining of the present and casting a gloomy horoscope of the future. We have all seen men of the latter class, and know what a chilling and depressing influence their mere presence imparts.

A man with trained eyes and ears, a man of refined tastes and cultivated judgment is a prize to any community. Happy influences emanate from him and his spirit of cheerfulness ever makes him a welcome companion, a cherished neighbor. We know of a man, whose correct taste and well-trained eye have done much towards beautifying the village in which he resides,—all unconsciously on his part, and, to a great extent, on the part of others. It is the result of his silent but correct example, by which many have been led to decorate

their grounds and to cultivate flowers and shrubbery. Many such men there are in the land, and their worth is inestimable. We hope their numbers is increasing from year to year. That such may be the case, we would urge upon teachers the importance of training their pupils to observe and to hear. This may be done in many ways and on various occasions. Let them frequently be called upon to give an account of objects of interest that may have attracted their attention on the way to or from the school room. If they take a holiday walk, let that be made the subject of familiar conversation, with a view to learn what was seen and heard. If a journey has been made by a pupil, take special pains to interrogate him as to what of interest he saw, and thus by your own spirit of inquiry you will awaken in him a desire to afford you gratification, and make him ever watchful to note objects of interest and to catch the sounds of sweet music. In fine, it should be the constant aim and wish of the teacher to train his pupils to move about with open eyes and listening ears; and also to cultivate the senses of vision and hearing, that only beautiful scenes shall be treasured up—only sweet and harmonious sounds remembered. Then may we hope to meet with more men who possess a genial nature and in whom the true spirit of observation and investigation is properly developed. "Teach a child to see properly and to hear properly, and you have prepared him to receive instruction on any point."—*Conn. Common School Journal*.

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### HOW TO DO IT.

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Teach Astronomy without a celestial globe or maps, an orrery, or a telescope? Teach Chemistry without experiments; Geology without specimens of rocks and with no chart; Geography without maps; or Philosophy without apparatus? Is this the true way to do it? Ah, indeed, truly there are too many. Yes it is *rather* unfair to slide an avalanche of hard questions down on an unsuspecting investigator, nor would it be done but for the fact that they all can be met by one answer, and that the shortest one our language knows.

Somebody, yes, anybody and everybody, in order to avoid disastrous consequences, is supposed to utter very promptly the monosyllable, No, and thus to admit that each and all of the branches of science in the preceding category need illustration, by aid of various apparatus thereto adapted. So much all teacher, and a respectable portion of the rest of the world have admitted for some years past. But with a singular inconsistency it has been taken for granted that the more common branches of school study do not need such aid. Picture alphabets were admissible to amuse children but they must go without other help till they have reached a tolerable maturity and the "ologies." A toy ladder was permitted the little climbers for the first five yards (years), and at the end of fifteen an abundance of ladders and ropes awaited them, but the intervening ten years of precipice they must get over as best they can—a few by digging into the solid rock, most by being carried from one resting place to another by strong companions or accommodating teachers.



As a matter of fact, the mind needs the aid of illustrations most in its earlier stages of development. Is it not too much to expect that a child accustomed to connect every thought with some visible object will step at once into the world of abstract intangible and invisible imaginings which we call ideas, and comprehend, classify, and handle these formless, airy nothings, as he would his books and toys? As well expect him to feast on imaginary oranges, or to fatten on a full and "well done" *description* of meat.

An example of our notion of the proper mode of teaching will be given in the following Lessons of the Earth, for most of which we are indebted to the "Teachers' Guide to Illustration:"

The shape of the earth is the main point to be taught, and the teacher asks:

1. If you put a plate on the top of a post and place an ant on it, what will he find when he crawls to the edge? Will he fall off?
2. What would you see if you went to the edge of the earth.—Would *you* fall off?
3. Has the earth any edge? Is it round like a plate?
4. What is the shape of the earth?

Thus far the object has been to awaken thought in the child. The next thing should be to satisfy the curiosity excited. The *globe* is now presented as a representation of the shape of the earth, and the place where the child is, is pointed out on it. This statement of the teacher may be *believed*, but it is not understood, and it is directly contradicted by all the evidence known to the child. He states some objections which seem to him to prove the contrary and which must be explained before his understanding accepts the new theory; and 1st. *Why does the earth look flat then?*

To answer this, cut a circular paper, perhaps three inches in diameter, with a half inch hole in the center. Place this on the globe, and show him that the hole represents all that we can see of the earth at one time—*i. e.*, our limit of vision, and that we are in the center.—Ask him if that part of the globe seen through the hole does not look flat, and then explain that the earth is so very large that what we really do see of it is nothing like so large a proportion of the whole, as the half inch of globe surface is to the whole globe. Further show him that as one moves, his horizon—as represented by the edges of the hole—moves also, and that he must always be in the center, consequently he could never reach what seems to be the *edge* of the earth where the sky and earth seem to meet, and that go where he would the earth would always *appear* flat.

The first objection of the little resoner is satisfied, and by so much a disciple is gained. But suddenly a new and insurmountable one appears, and he inquires, 2d. *Why do not people under the earth fall off?*

Take a magnet, and, holding the end up, place a small tack upon it point downwards, which shall represent a man. Invert the magnet and the tack does not fall off. Ask why it does not. Show that if it is removed a little distance it will fall *up* to the magnet, or come back again to it as we come back to the earth, if we move from it. Call the earth a great magnet, and say that it draws everything to it as the

magnet does the tack. Place a knife in contact with the magnet, and let the child *feel* it draw the knife as he pulls it away. Then let him lift a stick of wood and tell him that the earth draws the stick to it, or else it would not be heavy.

He is now satisfied that the earth may be round and yet the people not fall off; also that its appearing flat is not inconsistent with the new (to him) theory. It is no longer an absurdity, and he is next ready for proofs, and asks, 3d. *How does anybody know it is round?*

Let the north pole of the globe be directed toward any small object as a wafer on the ceiling; then with a tack for a man, it will be shown that when the tack is at the north pole of the globe, the wafer will be directly over it, but as Mr. Tack travels towards the south pole, the wafer is less and less directly over head, and when he reaches the equator it is almost out of sight, and a little south of the equator he can not discover the wafer. Let the child put his eye where the tack is and try if he can see the wafer. Tell him there is a star which is always over the north pole, and that as people go towards the south pole, the north star seems gradually to set until they are south of the equator when it goes out of sight entirely. Open the *hemisphere* globe, and let him try on the flat surface the same experiment with the wafer. He will find it can be seen from the equator, or the south pole even, as clearly as from the north pole—proving that the earth can not be flat.

*Proof 2.* Tell him that when vessels on the ocean first come in sight of each other, they see the tops of the masts, and gradually the lower rigging comes in sight, and, last of all, the hull of the vessels. Let him try the experiment on the globe, with two tacks head downwards for his vessels; then try the same on the flat surface of the Hemisphere Globe.

*Proof 3.* Hold the globe in the sunshine, and, turning it in all ways show that it casts a circular shadow in every position. Try a cube, cone, cylinder, spheroid, book, and various shaped bodies in the same way, to show that no body but a globe will always cast a circular shadow.—Then add that in eclipses of the moon the shadow of the earth is always circular.

*Proof 4.* State that men have sailed round the earth and with the globe show if a person leaves any place on the globe, and travels on in a straight line he will come back to the starting point, while if it were flat he would go further from it continually.

In such lessons it is seen that only a globe, a few solids, a hemisphere globe, and some tacks would be required, articles too few and simple perhaps to be called apparatus, but yet of quite as much service to the child, as the air pump, electrical machine, chemicals and cabinets of minerals are to the youth. Do not all practical teachers appreciate their utility?—*N. Y. Teacher.*

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LOVE OF CHILDREN.—“He is not worthy to have the care of children either as officer or teacher whose heart does not yearn towards them with parental fondness and solicitude.”



## I DIDN'T DO IT.

"I hate 'pattern boys' said Richard Gray; I never feel at home with them; for if you do anything they don't think right, you never feel safe; they are almost sure to tell of you. They always get into the good graces of the master."

"What do you mean?" asked his brother Philip.

"Why, our master said at school yesterday that he thought young Morris quite a pattern of good conduct, and hoped when he came to school, we should all be kind to him."

"Well, we shall see," said Philip, when he comes; I dare say he will be like all the rest.

George Morris came to school. Some liked him, and some did not; but he behaved kindly to all.

One day they were all at play in the play-ground, when George was heard crying out in great trouble, "what have I done? Oh! what have I done? What will Mr. Harding say?"

"What is it? what is it?" cried several voices; and the boys gathered quickly around, to see what was the matter.

"Oh!" said George, "my ball has broken a pane of glass in the green-house; and I am afraid it has knocked down some of the flower-pots, for it made such a clatter. I had no right to be so near the green-house."

The boys ran to the green-house, and there sure enough, was Mr. Harding's beautiful scarlet cactus, in full bloom, thrown down upon the floor, and the plant broken.

"Oh! what will Mr. Harding say?" said George; "it was only yesterday he was showing it to Squire Lowndes's gardener, and he said it was the finest he had seen for a long time."

"You'll catch it," said Richard Gray, who was a very ill-tempered boy; you'll catch it for going so near the green-house with your ball."

"Mr. Harding need not know anything about it," said Philip; "at least I will not tell who did it."

"Nor I," said Joe Green; "none of us will; so do not trouble yourself about it, George. When Will Thomson let all the water run out of the water-but, Mr. Harding tried all he could to find out, but could not. We all said we did not do it."

"And," said Philip, "we will all agree that we know nothing about how the cactus got knocked down, and he will think some one threw a stone out of the road and broke it. And so you will get out of the scrape."

George left them, and stood under the tree thinking of the mischief he had done, when Joe Green came up to him.

"Be sure, George, if Mr. Harding asks you who did it to say you did not."

"I could not say that," said George, "for I *did* do it."

"Yes," said Joe, "but then you needn't *say* so, and we will all keep quiet."

"Oh!" said George, "but I shall be so unhappy till I have confessed it."

"Then, you are very foolish, and deserve all you will get," said Philip Gray.

"Yes," added Joe Green "and Morris will change his mind when he comes to school to-morrow."

When George reached home he told his father of what had happened. "I think," said Mr. Morris, "you will do right to tell Mr. Harding all about it. If you were to follow the advice of your schoolmates, you would cause them, to practice deceit, and the blame of the accident, would fall on the wrong person. Besides, you will add sin to sin; and, suppose that you did deceive your teacher, you cannot deceive God, for He knoweth all things. His all-seeing eye is upon you, and you must act as in His sight."

"We shall see how he will manage it," said Richard, as they stood in a group at the school door on the following morning; "depend on it, he will be glad to do as we say."

All were seated in the schoolroom and the master was about to commence the duties of the day with prayer, when George was seen leaving his seat, and going towards Mr. Harding. Every thing was so still you might have heard a pin drop.

"If you please, sir," said George, "I cannot tell a lie," and paused.

"I know you would not willfully," said Mr. Harding. "Well?"

George proceeded to give the history of the matter, and to beg Mr. Harding's forgiveness.

Mr. Harding's eyes filled with tears; he could scarcely speak at first. All eyes were fixed upon him, and on the youth who dared to be true.

"George," said Mr. Harding, "had you broken every pane of glass in the green-house, and destroyed every flower it contains, I would forgive you. You have done right in telling me the whole truth, and I love you for it. You have set an example to your school fellows, which I hope they will be led to follow. Give me your hand—I heartily forgive you."

George bowed and went to his seat.

"Perhaps," said Mr. Harding, "there is not a boy in my school who has never told a lie; for boys forget, I fear, that speaking what they know to be false is not the only way in which they may lie. Some deceive by their conduct, seeming to be what they are not; others tell only a part of the truth, while others tell more than is true. Some promise what they know they cannot do, and others neglect to do what they promise. In all these ways they practice deception.

"When I was a boy, as I was standing in the play-ground, I received a blow from somebody (I did not know who,) when a lad came up to me, and putting his arm around my neck said:

"'What a shame! I only wish I could catch him, he shouldn't hit you for nothing!' It was he that struck me; he tried to deceive me. This was a lie in action. And have you never acted in a like manner? Oh! beware of lying either in word or action. God hates lying. Never say, 'I didn't do it either by word or action, if you did.'"

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In all sciences the errors precede the truth and it is better they should go first than last.



## DUTIES OF SCHOOL DISTRICTS TOWARD THEIR TEACHERS.

In the various discussions which have arisen upon the subject of public instruction, much has been said respecting the duties and qualifications of teachers; and so high has the standard of moral and intellectual attainment been placed by some, that many an excellent teacher has turned away in sadness, mentally exclaiming, "Who is sufficient for these things?"

The general tendency of public discussion, so far as our observation extends, has been, either to set forth the high duties and responsibilities of teachers, or, on the other hand, to find fault with, and condemn, many time-honored modes and systems of teaching, whose only fault (if it be a fault) consists in their having been long and successfully used; and this, too, without offering a better system as a substitute. If it is due to the profession of teaching and to the welfare of those who are taught, that the duties and qualifications of teachers should be clearly stated and enforced, then is it also due to the sacred cause of public instruction, as an act of justice to the teachers, and to society whose highest interests they are laboring to promote, that we should also discuss the duties of *parents* towards the teachers of their schools.

These duties grow out of the relation which the teacher sustains to the parent and child—to the parent, as a co-laborer in the great work of fitting the child for usefulness and immortality, and to the child, as the *delegated voice* of the parent, whose instructions he is to treasure, and whose admonitions he is to respect and obey.

First, then, the teacher is entitled to the *highest confidence* of the parent, and its expression should be cordial and unqualified. It should be extended to the teacher at the very commencement of the school, and never be withdrawn, but for reasons which would render it proper to discontinue his services. Many an excellent teacher's usefulness has been crippled or destroyed, simply because this confidence was withheld or needlessly withdrawn. A fruitful source of distrust is to be found in the *reports*, which children are permitted to bring home and circulate, respecting the teacher, and in the countenance given to them by their parents. There are seldom wanting in district schools, pupils so *remarkably precocious* as to be qualified (at least in their own estimation) to sit in judgment upon the character and attainments of their teacher, after an acquaintance of only a few hours. Charges of severity, partiality, inattention or incompetency, which are frequently brought home by such pupils, and which have no foundation in fact, are often caught up by the parents, and dilated upon in the presence of their children. Thus they endorse and foster the practice of indiscriminate fault-finding,—a practice most mischievous and reprehensible. When children bring such complaints as these, they should be immediately silenced.

*Never*, as you value the highest interests of your children, *never speak a word* derogatory to the character of the teacher. Never allow *them* to do it. If there is any *real* or fancied wrong, go and speak with the teacher alone. Speak with kindness, speak with confidence.

If a woman, let her feel that she has your sympathy and your friendship. Treat her, not as a servant, but as a co-laborer with you in the holiest work ever committed to mortals. Remember that she comes to make your interest hers. She comes to assist *you* in the work of educating your children. She comes to lay upon the altar of your children's welfare the costly tribute of her life's best energies, and to give the choicest years of her vigorous womanhood to the sacred task of developing mind and fashioning moral character. Receive her cordially. Bestow at once your fullest confidence. Listen to no aspersions from any quarter until they are confirmed by personal observation, from actually visiting the school, and then deal kindly, gently, faithfully.—It may be the teacher is young, and needs the kindly admonition which a riper experience and a more intimate knowledge of human nature can afford. Let it be given, if given at all, in the spirit of Christian love. Every *true* teacher will regard such an act as a sure token of confidence, and will thank you for it from a grateful heart.—*Vt. School Journal*.

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### SCHOOL HOURS AND EXERCISE.

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Mr. Edwin Chadwick, whose name is identified with so many important social reforms, has of late been prosecuting an educational inquiry of great interest.

He was, as our readers may remember, appointed by the British government a Commissioner to inquire into the excessive labor of young persons in cotton factories. The results he obtained led him to propose measures, which were in part executed, for reducing the working time of children under 13 years of age to six hours a day, and for insuring their attendance at school the residue of the time, say three hours. The children under this provision, are called "half-timers;" and it turns out, according to Mr. Chadwick's investigations, that in well-conducted schools their attainments are quite equal to those of the "fulltimers," who attend school six hours daily, while in aptitude for the application of their knowledge they are said to be superior. As they gain in bodily condition by the reduction of their physical labor, so they do in mental condition by the reduction of the time devoted to mental labor.

Mr. Chadwick made a close examination of the best of the long-time schools for young children, and found, upon the testimony of the most intelligent teachers, that they could not keep up voluntary attention to study beyond two hours in the morning and one hour in the afternoon. By force even, they cannot get more than an additional half hour of real attention, and that half hour proved in the end a mental mischief as well as a bodily injury. From these facts it would seem to follow, as he contends, that our school systems are a violation, in this respect, of the laws of physiology.

Boys are enabled to repair the injury of undue mental work, to a certain extent, by their athletic games. Not so with girls. In boarding schools they are fastened to their sedentary employments often eight hours a day, with but slight intervening relaxation or exercise.



Mr. Chadwick finds that the daughters of mothers who have worked, but whose fathers have got on in the world and have sent these daughters to day or boarding schools, and kept them from work, are shorter and generally of inferior strength to the working mothers; that the proportion of mothers of the well-to-do classes who can suckle their own children is diminishing; that among women who have one servant, there are ailments which are unknown among women who have no servants; and that these ailments are worse with women who have two servants, and get very bad indeed, and with new complications of hypochondria, among women who have three servants.

The remedies recommended by this gentleman are the reduction of the ordinary school hours by one-half, and the devotion of them either to manual labor or gymnastics. But no form of exercise, he thinks, is equal to the naval and military drill.—*N. Y. Evening Post*.

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### HARD STUDY NECESSARY TO SUCCESS.

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I wish to enter my protest against the false and pernicious notions that children and youth must never be required to do anything hard. The truth is that unless they are trained to do hard things, to grapple with difficulties, and conquer them, they are never likely to come to anything. What wise man ever looked back with regrets upon the trials and hardship of his youth? Battles make soldiers. The child that has always been dandled in the lap of luxury and indulgence, when forced into the battle of life finds himself helpless and miserable. But those who would break down our system of public education, the best system that the world ever saw, would have our schools turned into places of amusement and recreation. No one goes before me in desiring to see our schools made places of pleasant resort, adorned within and without with objects pleasing to the eye and gratifying to the taste, and supplied with teachers full of all kindness and love and humanity. But then to accomplish the objects of education, they must be places of strenuous exertion and patient toil. Everything is purchased at a price. There is only one road to intellectual eminence and power, and that is the path of hard work.

Notwithstanding the dreams of the visionary, we shall never find a royal road to the high prize of a good education. But all necessary and desirable intellectual attainments may be secured by proper teaching and guidance, without sacrificing either physical vigor or moral excellence. To reach this result, home training as well as school instruction, should be conducted with wisdom and skill. Let it be impressed upon the mind of every parent and teacher, that the child has a body to be developed into vigor or muscle, beauty of form and gracefulness of motion, as well as a mind to be cultivated and stored with knowledge. Let it not be imagined that we have attained perfection in education. The public school system, opening the door of the school-house to every child, has indeed achieved wonders. It is the most powerful of all human instrumentalities for the promotion of civilization. But it is susceptible of much higher excellence than has

yet been reached. The first step was necessarily intellectual education. Physical came next, and then moral. This is the historical order of development. We have educated the intellect. But it is now beginning to be seen that body with mind is necessary to produce high ability. Then it will appear that ability will not produce happiness and enable its possessor to fulfill the ends of his being unless governed by the moral sentiments, and the development of these requires, moral education. This is the order in which, in the course of time, systems are perfected. But practically, in the education of the child, all these departments of education should be carried along together. This is the natural method. When nature forms a flower she forms the rudiments of all the parts at the same time. This is the model for the educator. While the intellect is in training, the conscience and body must not be neglected.—*J. D. Philbrick.*

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### “I HAVEN'T THE TIME.”

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“George,” said his teacher one afternoon, “I wish you would arrange your drawing materials in a little better order.”

“I was intending to do so, Mr. Wilton,” replied George, “but I haven’t the time.”

“Take time, then,” returned Mr. Wilton. “Order is the first law of heaven, and it should also be the first law of earth. When you commenced your drawing this afternoon, you had been one-half hour looking for your implements, and even then you were forced to borrow, not because you had none of your own, but because you could not find them. It is a lamentable fact that a bad practice indulged for a time becomes a bad habit and like an infectious disease, soon contaminates the other faculties.”

George Atwell was a frank, good-tempered boy, studious and obedient in school, and in truth industrious, but his industry consisted in hurrying to overtake time already lost.

“I haven’t the time,” was his excuse for any neglect of duty; and so good was he in his disposition, that his fault was passed over by his widowed mother, who doated on her boy.

“George, will you fasten the hinge on the garden gate?” asked his mother, one morning.

“I haven’t the time now, mother. I shall be late at school if I stop to do it, for I have had to hurry so about that wood I should have cut last night; but I will fix it after school.”

“There, mother,” said George, as he was about to retire, “I forgot all about that hinge; but however, I hadn’t the time to fix it to-night. Never mind, I’ll do it in the morning.”

George arose early, and on repairing to the garden a sad sight was presented. The cattle, finding the broken gate no obstruction, had entered the garden, trampled the beds, broken down or eaten the vegetables, while a score of pigs had finished the work of destruction so well begun,

George wept with sorrow and vexation, but consoled himself with the thought that it was not his fault, for he should have surely mended the gate if he only had time.



"The better way," said his mother, "is not to defer till to-morrow what should be done to-day; and if you will only remember that there is a time for everytning, and will do everything in its time, difficulty will be avoided."

Firmly as George resolved to follow his mother's advice, it was but a few weeks before a valuable horse was drowned, because the busy boy had not time to cover the well in the lot.

When he became a man, he lost his farm by not having time to inquire into the validity of the title. Then his house was burned, and, alas! it was not insured; the policy had expired a few days before, and he had not found time to have it renewed.—*Com. Sch. Jour.*

AN EDUCATED MAN stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons man's skill has been able to devise from the earliest time and he works, accordingly with a strength borrowed from all ages. How different is his state who stands on the outside of that store house, and feels that its gates must be stormed, or remain forever shut against him! His means are the commonest and rudest the mere work done is no measure of his strength. A dwarf will hew them down with his pickaxe and he must be a Titan that hurls them abroad with his arms.—*Carlyle.*

YOUNG CHILDREN SHOULD NOT BE CONFINED.—It would be infinitely better and wiser to employ suitable persons to superintend the exercises and amusements of children, under seven years of age, in the fields, orchads, and meadows, and point out to them the richer beauties of nature, than to have them immured in crowded school-rooms, in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air.—*Dr. Caldwell.*

THE REDEEMING POWER OF COMMON SCHOOLS.—"If all our schools were under the charge of Teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up the whole community to intelligence and virtue would be accomplished as completely as any human end can be obtained by human means."

A STARTLING ALTERNATIVE.—We are brought, then to this startling but inevitable alternative. The natural life of an infant should be extinguished as soon as it is born, or the means should be provided to save that life from being a curse to its possessor and therefore every State is bound to enact a code of laws legalizing and enforcing infanticide, or a code of laws establishing free schools!—*Horace Mann.*

Humility is the first lesson we learn from reflection and self-distrust is the first proof we give of having obtained a knowledge of ourselves.

The great mass of almost all rocks consists of metallic ores, more than half of them being composed of oxygen and some metal.

## COMPARATIVE PHILOLOGY.

## NUMBER TWELVE.

In resuming the series of articles on Comparative Philology, interrupted by change of residence and ill health, I propose to follow two lines of investigation. First, the general philological and ethnological classification of the races; secondly, an analysis of the forms of the Indo-European tongues. I pursue this course since it lies more directly in the path of my studies. I devote this article as a foundation work to the physical features of southeastern Asia.

The mountains form the bony framework of the earth, while the rivers and plains are its life giving arteries and fleshy covering. The first determine its distinctive form and features, the latter fill up the outlines and clothe it with life and beauty.

To these features we will devote special attention. The best conception of the mountain masses of southern Asia may be gained by supposing ourselves standing on the great mountain knot, where in the midst of the most sublime scenery on earth, the Hindu Kush, the Himalaya, the Solyman, the Bolor Tag, and the Kuen Lun converge. At this point the great table lands of Iran and Central Asia touch each other by their opposite corners, and the mountain masses have their narrowest limits, between the plains of the Oxus and the Indus. From this point the Himalayas—*home of the snow*,—(compare Skr. *hima* with Grk. *khîon* *khsima*, Lat. *hiems*.) extend south-easterly to the 95°, where the Sanpoo is supposed to break through the range and effect a junction with the Bramaputra,—*off-spring of Brama*. North of this the plateau of Central Asia is supported by parallel masses of mountains, which abut in the west upon the Bolor chain and send down their long arms to the southeast between the great rivers of China and Farther India. The Hindu-Kush comes in from the west separating the table land of Iran from the vallies of the Oxus and Jaxartes, and is continued eastward in nearly a direct line by the Kuen Lun, which in its eastern ramifications covers a large portion of the Chinese Empire with a mass of mountains. It separates the high valley of Thibet from the desert plain of Gobi, and in its eastern extension divides the waters of the Hoang Ho from those of the Yang Tse Kiang a large portion of which it sheds from its slopes. From the southern slopes and spurs of the same, the great rivers of Indo China take their rise, the Irrawaddi or Iravati—*the great river*,—the Cambodja or Mekong—*mother or leader of the host*,—and the Me-nam or *mother of waters*. This chain of mountains in the middle part of its course, consists of two parts, of which the southerly called the Karakorum, by Hodgson the Nyenchen Thangla, runs parallel with the Himalayas in its semicircular sweep to the south, inclosing between it and the main chain several land locked river systems. This chain separates the nomadic and civilized tribes of Thibet, lying north and south.

The Himalaya chain, extending in a line of stupendous elevations nearly 1800 miles from the defile of the Indus to that of the Sanpoo, in



its Gangetic portions has been compared to a hand of five contracted fingers extending towards the plains of India.

On these short finger-ridges, forming as it were the knuckles of the hand, stand the highest peaks of the chain, and between them flow the principal feeders of the Ganges; viz: from west to east the Sarayu, the Gandaki, the Kausiki and the Tista.

Next to these on the west lies the valley of the Satadru or Sutlege which flows into the Indus. Beyond the valley of the Tista lie the streams which feed the Bramaputra. The mountain masses of Indo-China are generally said to be offshoots of the Himalayas, but they rather seem to spring from the eastern masses of the Kuen Lun, as is shown by the course of the rivers. These chains are five in number; the mountains of Annam, separating Cochin China from Annam, the Laos chain forming the eastern boundary of Siam, the Bermano-Siamese chain, which extends through the peninsula of Malacca and is continued in the mountains of Sumatra and the Yama Dong in Arracan. North of the last lies the Assam chain, which seems to be a continuation of the Vindhya and forms the southeastern boundary of the valley of the Bramaputra, here called the Lohita.

The Vindhya chain which forms the northern abutment of the plateau of the Dekhan—the *right hand*, as it lay to the Sanscrit invaders—commences nearly opposite Delhi, in a line of hills called the Aravati, screening the Gangetic valley from the sands of Merwar, runs southwesterly to near Guzerate, whence it turns to the South East and opposite the Gulf of Cambay unites with the main chain, which runs northeast to the Ganges near Pátua. From the angle thus formed flows the Yamuna or Jumna, the principal southern tributary of the Ganges. South of this chain, across the valley of the river Nerbudda, which flows westerly is the Sautpoora chain running parallel with it. Hindostan south of these mountains is an elevated tract bounded by the eastern and western Ghauts gradually rising higher and higher as the chains approach each other. Its waters find exit to the sea mostly through the eastern chain. It is a country of elevated plains broken by ridges of rocks and insulated, flat-topped hills, the strong-holds of the native tribes.

The principal rivers to which I wish to call attention are the Indus, the Ganges, the Bramaputra and the Indo-Chinese streams already mentioned. These last rise high up in the mountains of Thibet and south-west China, and water in their courses rich, low plains, which they intersect like vast canals.

The Bramaputra rises in Thibet on the N. E. side of the Himalayas at the  $82^{\circ}$ , and runs S. E. for  $88^{\circ}$  under the name of the Sanpoo, then breaking through the mountains it appears in Assam under the name of the Lohita,—Skr. for Red River—and after winding for 500 miles through the valley of Assam it leaves the mountains and enters the sea not far from the mouth of the Ganges.

The Ganges has its principal head to the N. W. of Delhi and drains the vast basin between the Himalayas and the Vindhya chain.

The principal branch of the Indus rises in the Karakorum chain, while a second rises not far from the sacred lake of Manasarowa, the source of the Sutlege. These streams after their union flow to the N.

W. several hundred miles to the 74°, where it breaks through the stupendous ranges that enclose it, its ravine forming the separation between the Himalaya and the Hindu Kush. The Sutlege its principal tributary rises in the sacred lakes at a vast altitude and after flowing in the same direction breaks through the enclosing ridges and draining the Punjab enters the Indus. The river of Cabul which receives important tributaries from near the head of the Oxus is its principal affluent from the west. At this point probably where the mountain masses are the narrowest the Sanskrit Arians crossed on their southwestern march, while their brother Zendish tribes passed down farther to the west, through the gloomy gates of the Hindu Kush upon the plateau of Iran.

The great natural features of the territory thus intersected may be summed up briefly as follows: first, a high table land traversed and supported by vast parallel ranges of mountains, whose access to the plains of Hindostan is through lofty and difficult yet feasible passes, especially at the heads of the affluents of the great rivers. Its natural outlet is to the east, and by way of the rivers of China and Farther India. Secondly, a long extent of river plains reaching from the mountains of Cabul to those of Assam and from the Himalayas to the Bay of Bengal. Thirdly, succeeding these in Farther India a succession of mountains and river valleys running north and south, and fourthly, the highlands of the Dekhan and southern Hindostan.

The three great families of languages, each have their representatives here. The Monosyllabic languages of Indo-China the Sub-Himalayas and Thibet, departing it is true from the archaic torpor of the Chinese, but not reaching the elevation of the Dekhan tongues or the Turanian languages of Asia-Europe. Then follow the more completely Turanian forms of southern India and both physically and philologically the languages of Malaysia and Polynesia. The great river plains are occupied by the Arian Sanskrit races and their descendants. Their position is such as to show that they were invaders and conquerors in the territory which they long have held. It farther shows that they came from the N. W. down the streams which lead from the passes of the Hindu Kush; thence they spread over the plains of the upper Indus and the Punjab, thence moved down the Ganges, covering its middle plains and making the valley of Assam tributary to their sway. On either side they are flanked by alien races, who fill all the hill country from which the invaders were never able to dispossess them, or subject them to their rule. The influences of Sanskrit religion and literature travelled much farther than their political power. Especially in the form of Buddhism, which seems to have been a more popular religion, they have exerted a great influence over a large part of the human race.

The races dispossessed by these invaders were either subjected and amalgamated or driven back into the hills and jungles. It is more probable that the larger portion retired to the bordering heights of the Dekhan and that the races now inhabiting it are in part the descendants of the ancient inhabitants of the conquered land.

It is a question yet to be satisfactorily answered, whether several successive races have not overlaid each other in southern India.

Let us see now how the physical features of the territory, may help us to understand the distribution of races. So far as we can see, the



great centre of action is the basin of the Caspian and the vallies of the Oxus and Jaxartes.

First the ancestors of the Chinese mounted the tabe land of Asia struck the heads of their great rivers and wandered down them to their position of isolation and eternal repose. Then a little later it would seem, with customs a little more quickened by contact with the world, kindred tribes crossing the same plateau turned to the south-east down the great rivers of Indo-China. Others, as these filled up those vallies, passed on to the islands of the sea and scattered far and wide over the Oceanic world. The first impulse seems to have been to go forth to the uttermost parts of the earth and possess it. As the southeast of Asia filled up, others occupied the highlands of Thibet and crossing the lofty barrier of the Himalayas filled their southern slopes.

Whether the primitive inhabitants of the Gangetic plain and southern India entered through these high passes or followed the course afterwards taken by the Arian races or whether the southern tribes are not an extension of those Turanian races that Rawlinson's researches seem to indicate once occupied the plateau of Iran especially on the southern side is uncertain. The first is hardly probable, the second possible and probable for a part, perhaps the whole who may have found entrance by the head streams of the Indus. In regard to the last there seems to be growing evidence that Turanian races preceeded the Arians and Semites in southern Asia, with this the Turanian peculiarities of the African languages and the intermediate position of the old languages of Egypt and the lower Euphrates seem to link in a continuous chain. In all these things we yet stand upon the dark frontiers of a sunless land. Our torches throw as yet but a feeble light. But as explorer after explorer is added and point after point is gained we may hope to conquer much that yet baffles us. The true scholar labors in hope and never despairs.

Whether the connection between the physical forms and the distribution of races and languages suggested is correct or not and what are the peculiar relations of these races to each other and the rest of humanity I sball hope in future articles to show, so far at least as the means at my command will permit.

C. W. S.

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## LOVE.

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(From the German.)

My heart, I bid thee,—answer,  
 How are love's marvels wrought?  
 "Two hearts, to one pulse beating;  
 Two spirits, to one thought."  
 And tell me, how love cometh?  
 "It cometh—unsought—unsent!"  
 And tell me how love goeth?  
 "That was not *love which went*!"

## Common School Department.

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### DISTRICT COMMITTEES—*Continued.*

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BY C. H. WILY, SUP'T. COM. SCHOOLS FOR THE STATE.

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In a former number attention was called to certain difficulties in the way of the more efficient action of that part of our Common School machinery relating to District Committees.

It was shown that a leading obstacle was social prejudice or bigotry. Men in the humbler walks, when not educated themselves, often think that it would be injurious to their children to be instructed by teachers preferred by the more aristocratic classes—and these latter frequently refuse to educate their children at home, and at a greatly reduced cost by contributing means to the Common Schools, because they would thus benefit neighbors who pay nothing but their taxes. It must also, be admitted that social prejudice carries parents to still greater extremes of unwise action—and that there are some of both classes (the poor and the rich), who even believe that it is injurious to their children to associate together. Such notions are utterly inconsistent with the fundamental principles of our political institutions—and they are equally opposed to the best interests of society. It is not pretended that all social distinctions are wrong; and in fact, considering the character of our race in this world, such distinctions would seem to be always unavoidable. But by our law the ranks of society must be formed by the voluntary action of the ruling race—and thus every individual is free to occupy at once the place for which his disposition and education fit him.

Persons of like manners and tastes will prefer the society of each other; and these manners and aptitudes do not belong exclusively to any families. Hence all the children of those who are politically equal ought to be educated together; and then let these children take social rank according to their characters.

Every parent ought to be exceedingly careful as to the associates of his off-spring; but as the object should be to keep them from evil communications, it would be most absurd to expect to attain this by simple reference to the social rank or pecuniary resources of fathers and mothers. Moral qualities are not hereditary—and even the children of godly ministers are not unfrequently vicious and refractory. The sons of Eli contaminated, by their associations; and is he not extremely ignorant who can expect to find the virtue and refinement of the youth of the land confined to the off-spring of those who happen to be rich, or who from accident, or even inherent worth, are in high social position?

Now, men of good sense, in every walk of life, ought to know, that as far at least, as the first elements of education are concerned, what is good instruction for one child is good for all.

Whatever occupation these young people may pursue when they grow up



if they are educated at all, there is but one foundation—all must learn the same alphabet—and all must learn to read, write and speak the same language correctly.

And if the pupil is to acquire any knowledge of figures, he must learn the same elementary principles and master the same fundamental rules of Arithmetic, which constitute the foundation of every mathematical course. The primary branches of education are the same to all, whether they wish to go through a thorough course or not; and hence but for social prejudices, all might learn their first lessons together.

It cannot injure the children of the poorest or the plainest people to be instructed by a good teacher, and to learn accurately and thoroughly the branches which they go through—while with teachers competent thus to instruct, the off-spring of the most aristocratic are surely not out of place, especially when boarded at home, and associating with the children of the neighbors and political equals of their fathers.

As stated in a former article, Committees may have little education, with no experience in the management of schools; but it is not necessary that even such officers, under the present working of our system, should be imposed on by the meanest teachers in their respective counties. If honest, conscientious and free from narrow prejudices, they can make a good choice; and with this view their earnest attention is called to the following suggestions.

Ist. Let every Committee man, when elected, act like an honest man, and at once make up his mind to refuse the place for which he is chosen, or to discharge its duties faithfully to the extent of his abilities. No man has a right to occupy a place of public or private trust, and to refuse to discharge its obligations; and to do so is to trifle with our own and the interests of others.

II. When a Committee man has once determined to do his duty, his first object will be to gain all the information he can in regard to it.

Let him then at once apply to the Chairman of the Board of Superintendents for a copy of the last edition of School Laws, to which his District is entitled—and let him persuade his co-members to join with him in ordering a copy of the N. C. Journal of Education.

*Let it be borne in mind that each District Committee has the legal right to order a copy of this Journal at the public expense: and that in it will be found explanations of the Law, decisions of the Superintendent, and much other useful matter bearing on the duties of their office.*

Every District Committee is also entitled to a copy of the School Laws; and the members can, also, and ought freely to consult with the Chairman of the county Board of Superintendents.

In the office of this Chairman the Committee will find, or ought to find, a great deal of information; the reports from the General Superintendent, his instructions to examining Committees, Circulars and letters from him on various subjects and rules and orders of the Board.

III. Committees can apply directly to the General Superintendent for information on any subject pertaining to their duties, and this he will cheerfully furnish. But there is a simple arrangement in the plan of our system of Common Schools which the Commonest mind can un-

derstand, and which brings all parts of the system, theoretically at least, in contact with the head.

There is a chief local head in every county, the chairman of the Board of county Superintendents—and there is a head for the whole state, the General Superintendent.

This State head is in constant communication with the Chairmen of the Counties; and their ought to be a regular, full and free intercourse between these Chairmen and the District Committees.

Let the District Committees communicate freely with their Chairman; and let this latter be ever ready to furnish information and to give advice.

IV. The most important duty devolving on District Committees is the selection of teachers.

After all, the great end and aim of all our School Laws is to furnish the people with good teachers; and on the District Committees is devolved the heavy responsibility of selecting these from a given number licensed according to law.

How can Committees of moderate information, and of little or no experience in school matters, make judicious selections?

I answer, by being honest, conscientious and free from social, sectarian and personal bias.

The very plainest man, if he has any sense at all, can easily understand that when a teacher is to be chosen for his children there are four things to be considered, *namely, moral character, accurate scholarship, aptitude to teach, and good manners and power of governing well.*

The first essential is moral character; and is there any one in this christian land so debased in his conceptions as not to know in what this consists?

No one can teach a Common School without a Certificate of moral character and of mental qualifications from the Examining Committee of the County where he or she seeks employment; and Examining Committees are required to be thoroughly satisfied with the testimonials as to character before they grant license to any, however intelligent they may be. The District Committee can thus go and see for itself what were the testimonials of any given teacher; and it can, also with very little difficulty, learn of his former habits.

As men of sense Committeemen will know that they are to look mainly to actual habits; and they can easily find out whether the candidate has been intemperate, a profane swearer, a sabbath-braker, or a licentious person. To the care of such, even wicked parents do not often desire to commit their children: why then does any Committee ever select such persons to teach? When they knowingly so act it may be considered, in nine cases out of ten, that if no other children, but their own had been interested, they would have refused to employ such unworthy characters—and that their conduct has been the result of prejudice or ill-will, the Committee being willing to run the risk of lasting injury to their own offspring, rather than employ teachers acceptable to some of their neighbors whom they dislike!

It is, also, not difficult to ascertain the relative standing of any teacher as to scholarship—and all the Committee have to do in the



matter is to act on those rules of common sense which govern their actions in the employment of lawyers, doctors, mechanics or other laborers.

They can, in the first place, go to the Executive Committee and ascertain the grade of every teacher in the County; and they can next apply to their intelligent neighbors for an opinion.

In almost every community there is at least one educated man—and if the Committee is honest it will seek and respect the opinions of such. It will, also, be easy to ascertain the rank of teachers with each other—and in every County there will be some whom the whole profession regard as poor sticks, and others whose superior merits are conceded.

As to the aptitude to teach, or facility for making known his ideas and views on the part of a teacher, it is more difficult to judge; but the Committee can enquire of those competent to form opinions, of the Examining Committee, and of intelligent persons where the teacher in question has been employed.

But teachers who can bear the fourth or last test will generally pass the third; and surely the most illiterate can distinguish between amiable and repulsive dispositions gentleness and harshness, firmness and fickleness, self-control and headiness, decency in dress, manners and conversation, and coarseness, filthiness and vulgarity.

Good manners do not consist in fine dress, or effeminate ways; and the common people do the intelligent part of the more aristocratic injustice in one respect at least.

It is due to truth and candor to say that few men of sense and education are particular as to the parentage of the teachers of their children: they do not ask in what circle they were born, but what is their own character and manners.

Good manners, too, are as proper in the most lowly as in the highest—and the most humble laborer should not allow the richest man in the land to excel him in this respect.

The essence of good manners is deference to authority, respect for superiors, courtesy of manner and language, a disposition to learn, to prefer one another, charity of heart reflected in all our ways, cleanliness, decency, and moral propriety.

These may belong to any class and any station; and while they cannot be purchased with money, they cost to all a heavy out-lay in the sacrifice of egotism, presumption, vanity, selfishness, and sensual passions.

(To be Continued.)

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*A suggestion to the Officers and friends of Common Schools in all the Counties of North Carolina. By REV. C. H. WILEY, Superintendent of Common Schools for the State.*

It has long seemed to me that there is one great deficiency, not in the theory, of our Common School System, but in the facilities for the proper action of some material part of its machinery. There is in every County a Board of local Superintendents invested with certain important powers; and the Chairman of this Board is the County head of

the system, and ought to be able freely and frequently to communicate with all his subordinate officers.

There is, also, an Examining Committee in each County; and to it is committed the great responsibility of saying who shall teach, and what are the relative merits of all the teachers.

Now, one of the very first requisites to useful labor in any vocation is to have a place to labor in; and every officer should certainly have an office, or room for the transaction of his business, the preservation of his papers, and for enabling him with more certainty to meet with those whom he should see.

There ought, therefore, to be at the County Seat, or most Central town of every County, a building dedicated specially to Common School purposes; and while it would be an outward, visible and encouraging sign of the existence and progress of the Common School System, it would be of immense advantage in carrying the theory of the system into practical operation. The building could be easily erected at the County expense, or by public subscription; and while it should be neat and Commodious, it need not cost what would be a burden to any community.

In its simplest form it might consist of two departments, *to wit*: an office for the Chairman and his Board, and a hall for the examination of teachers, and for teachers' meetings, Library Associations &c, &c.

Thus the Chairman could always have a certain place and fixed days to meet with Committees, teachers and others—could keep his books, papers and documents in order and always ready for reference—could file and preserve circulars, blanks, reports &c, and could keep before him a map of the County, while the records of the Board and all papers and books relating to the Common School System would be kept together, be accessible to the public, and preserved for all the future.

Examining Committees could discharge their duties with more ease and Comfort to themselves and to teachers—and thus they could make their examinations more full, more faithful and more interesting. Teachers could form libraries and associations for mutual improvement; and public-spirited citizens would have opportunities for meeting with them and delivering lectures.

County Museums could, also, be formed—and nothing would be more useful in any County than a collection of its minerals, fossils, marls, and Indian antiquities.

The Legislature would, also, send to these halls copies of all its publications, such as Legislative and Executive Documents, Acts of Assembly, Reports of Superintendent of Common Schools, State Geologist, and of Presidents of Internal Improvement Companies.

Cannot every reader, at a glance, see the importance of such a movement? Why not then move in the matter at once?

I propose to keep this subject continually before the public mind, my object at present being simply to call earnest attention to it. If spared I will, in future articles, offer suggestions as to the means of raising funds for such buildings, the probable cost, and the proper plan or arrangement of the houses.



*Things to be borne in mind by Common School Officers.*—No 1.

1. *Let Chairmen of Boards of County Superintendents* remember that the usefulness of their office is much enhanced by an Act of Assembly authorising their Boards to send them on tours of inspection into every District in their respective Counties. Let every chairman, whose County has not enjoyed such a visitation, at once take the proper steps to have it accomplished—and let him report the result to the general Superintendent.

2. *Let County Boards keep* in view the fact that they can act much more efficiently by having an organ of regular communication between them and all the Districts of the County—and that the Legislature of the State has empowered them to have such an organ. They are at liberty to subscribe for the *N. C. Journal of Education*, for each District—and thus they can, at little cost, enable themselves to act with more system and usefulness.

3. *Examining Committees* should never forget that a grave responsibility rests on them—and that the present and future well-being of the State may be dependent on the manner in which they discharge their trusts.

4. *District Committees* ought to know that they have a right to subscribe, at the expense of their Districts, for a copy of the *N. C. Journal of Education*—and that therefore, they have no excuse for being ignorant of the general operations of the System of Schools, or of their duties and responsibilities.

THE HOME BOOK OF HEALTH AND MEDICINE; or, the laws and means of Physical Culture, adapted to practical use. By W. A. Alcott, M. D. Philadelphia: G. G. Evens.

This book of 500 pages, contains ten Lectures embracing, Laws of digestion, Breathing, Ventilation, Uses of the lungs, Circulation and renovation, Law and diseases of the skin, Bathing, How to prevent Consumption, Clothing and temperature, Food and cooking, Poisons, Exercise and rest, The right use of Physicians, &c.

It has also an appendix, treating of the following subjects; Fruits as food; Nutritive properties of different kinds of food; Superiority of unfermented bread; Experiments in chymification; Poisoned milk, butter &c; Diseased rice; Potato disease; Ultra views on diet.

The style of the author is plain and intelligible. He has, not, like many writers on similar subjects, *shown his learning* by the use technical terms that cannot be understood by the common reader; his book is intended to benefit all who can read the English language. The subjects are fully treated and the information to be derived from a single one of the ten Lectures is worth many times the price of the Book. By sending the Publisher \$1.00, with 21 cents to pay postage you will receive Book, by mail, and may get something valuable in addition.

Fun is worth more than physic, and whoever invents or discovers a new source of supply deserves the name of a public benefactor.

## Resident Editor's Department.

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THE MEETING OF THE STATE EDUCATIONAL ASSOCIATION.—We promised, in the August number, that we would, at this time, give definite notice of the time and place of meeting; but on account of the sickness of one member of the Executive Committee, and the absence from the State of another, we have not been able to decide the matter fully.

We will say, however, that it is pretty well decided that the meeting will be held in the city of Wilmington; and that the time will be the evening of Tuesday, the 13th of November; unless we find that this time will conflict with some other important meeting. We find that during the latter part of October there will be meetings, every week, that would prevent many of our active members from attending and but few from the upper portions of the State would be willing to go to Wilmington earlier in the season. The 13th of November will, therefore, be the earliest suitable time, since the Presidential election will absorb the attention of all classes, during the week preceeding that time.

The committee will give official notice of the time and place, through the Newspapers of the State, as soon as they can have a meeting.

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### EDITORIAL CORRESPONDENCE.

We, that is one of us, recently attended the meetings of the American Normal School and National Teachers' Associations, which were held jointly in the city of Buffalo, N. Y., commencing on Tuesday the 7th of August, and continuing through the week.

Twenty States were represented, together with Mexico and the Canadas. The attendance was very large, numbering about six hundred delegates, one half of whom were ladies. While many of the Southern States were represented, the delegation from each was small, with the exception of Maryland; more than thirty were in attendance from the city of Baltimore alone. The District of Columbia was *well* represented. We had two delegates from North Carolina, Messrs. Elliott of Wayne, and S. H. Wiley of Salisbury. The delegates were met at the depots by the Local Committee and conveyed to the American Hall, where the Mayor, in a neat and eloquent address, most cordially tendered to them the hospitalities of the city. And most nobly did the citizens of Buffalo respond to this tender of welcome on part of their Mayor. All the ladies, (of these there were no less than three hundred,) were kindly and handsomely entertained at private houses, besides a large number of gentlemen, especially those having with them their



wives. The remainder of the delegates found quarters at the hotels where they were handsomely cared for at a mere nominal rate. Being in the unfortunate (?) class known as old bachelors, we found ourselves *outside* of private hospitality and snugly *inside* of the American Hotel.

To give even a synopsis of the business done, plans proposed, matters talked of, speeches delivered, assays read and the thousand and one good things said and done, will be impossible in the brief space allotted for this eleventh hour epistle; therefore we will, at present content ourselves with general remarks, promising something more full in future.

In the Normal Association, we heard much of an interesting and instructive nature in regard to the inside machinery of Normal Schools. Their eminent superiority as a means of educating the educator was fully, plainly and practically discussed by some of the most able and experienced Normal School instructors in the land; and many who went there with feelings, either of indifference or of open hostility to such institutions, were heard to give their hearty assent to the real value of these schools.

In both Associations many good things were said and done for the general improvement and elevation of our Educational system. The subject of Physical Education was ably discussed and the importance of greater attention to this department in our schools fully demonstrated. Comparisons were drawn between the modes practiced in our schools and those in European countries; also between the health and muscular development of their learned men and ours. We had many able and instructive speeches and essays on subjects of the utmost importance to all, whether educators, pupils, divines, men of pleasure or men of business. The most approved of these were those of Prof. North, Scholarship of Shakspeare; Hon. D. N. Camp, relation of Normal Schools to popular education; Professor Wells, Philosophy of education; Professor Edwards, Our professional Ancestry; Prof. Youmans, Study of matter and the progress of Man; Prof. Northup, Relation of Mental Philosophy to Education, Dr. T. N. M'Jilton, Importance of the Teacher's Profession in a National view; The addresses of the two Presidents, Phelps and Bulkley, besides many others perhaps no less interesting and instructive.

The entire exercises were interspersed and enlivened with sweet music and the presentation of beautiful bouquets, and graced with the smiles and charms of five hundred young ladies. The programme wound up with an excursion, on Saturday, to Niagara Falls; that, after feasting our minds during the previous exercises upon the choicest exhibitions of science and literature we might now be charmed into deepest admiration, by beholding one of the grandest, most sublime and beautiful of all Nature's works.

In our remarks upon this convention, we can not do better than quote from the Buffalo Daily Courier: "In this assemblage there is collected an aggregate of intellect and high character which it would be difficult to find in any other of the conventions of the year—an organization which in view of its noble and elevated purposes and of the amount of manly and womanly intellect, and of high moral worth of which it is constituted, has, we are free to say, *honored* our city in thus meeting in our midst, Many conventions, political, social and professional have

sought the shores of Erie in years past, as a place of congregation, but none, in our opinion, was entitled to higher consideration than was this, which worthily represented the educators of the Young America in all the regions between Jersey and California, and from Canada to Mexico."

We trust that we shall not overstep the bounds of modesty or be accused of egotism, if we declare the opinion that no conventions or organizations are better suited than was this to bind together in harmony and unity of purpose all sections of this great Republic, to soften down prejudices and heal the wounds inflicted upon the Union by demagogues, politicians and reckless partizans. An organization whose primary idea is the improvement of the head and the heart, and the culture of truth and the principles of virtue, and the investigation of science and literature, can be only beneficial to any country.

To the good people of Buffalo (a beautiful city of one hundred thousand inhabitants,) we tender our most sincere thanks for *taking us in*, for the social and genial manner in which they extended the right hand of fellowship to all their guests, and especially to those from the South.

May we ever meet such Buffaloes—we will always be ready to *take them in*—hide, horns, hoofs and all.

A number of Book Notices and other editorial items have been crowded out of this number; and to make room for other things we have left out the School Laws, which we expect to keep, as standing matter, in the Journal, for the benefit of those interested.

### BOOK TABLE.

HOW TO ENJOY LIFE; or, Physical and Mental Hygiene. By Wm. M. Cornell, M. D. Philadelphia: James Challen & Son.

This is a neat volume of 360 octavo pages, and is decidedly a *readable* book.

The author introduces his subject with the assertion that "without health no man can be happy, find earthly enjoyment or properly perform the duties of life." He explains the reciprocal action of the body and mind, showing that neither can suffer alone, and that each performs an important part in maintaining or restoring the health of the other.

It is designed especially for the benefit of professional men and students. And while the author has selected the clergyman as a fair specimen of the whole class of studious men and women, and adapted his remarks, on many points, to his peculiar situation, still they are equally applicable to all students.

While we claim the right to differ with the author, on some points, yet we can freely recommend the book, as worthy of a careful perusal; and however uninviting the title, "Physical and Mental Hygiene," may appear to some, we call it an interesting book, on a very important subject, written by a man who possesses good common sense, as well as medical knowledge. It might well form a part of the library of every teacher.



INTRODUCTORY COURSE OF NATURAL PHILOSOPHY, for the use of Schools and Academies. Edited from Ganot's Popular Physics, by Wm. G. Peck, M. A. New York; A. S. Barnes & Burr.

While the general appearance of this book is not quite so neat and attractive as many of the school books issued by these enterprising publishers, yet we give them credit for having presented to the young student of Philosophy the best series of illustrations that we have ever seen.

We have often heard, from the young student, such expressions as; "Philosophy is such dry stuff;" "As dry as Natural philosophy," &c. And we were not surprised that they should consider it a dry study, with a text-book written in a style by no means adapted to the youthful mind, with perhaps a dozen or twenty badly executed illustrations, and with no apparatus in the school-room. Where the teacher is not supplied with the means of giving full illustrations to the class, we consider aptly chosen and well executed illustrations, in the book, of more importance even than the text itself, for the young can learn through the eye, what they can not understand from description.

With the aid of such a book as the one before us and a little ingenuity on the part of the teacher, the hour for the "Philosophy lesson" would be looked forward to with the greatest interest.

We hope the teachers of our Common Schools will pay more attention to this subject. Nothing is better calculated to awaken the minds of the young and make them feel a lively interest in their studies.

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HARPER'S NEW MONTHLY MAGAZINE, for September is on our table. It contains much that is valuable and interesting. In the item of illustration, the Harpers cannot be surpassed. They are enterprising men and are deservedly successful.

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THE ELECTIC MAGAZINE, for September is well filled with a rich variety of articles. The embellishments consist of portraits of Thackeray and three distinguished reformers, Cranmer, Latimer and Ridley. For \$5. we furnish the *Electric* and the *Journal*.

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THE EDINBURG REVIEW, for July, Republished by Scott & Co., New York: Price \$3 per annum. The present number contains an unusual variety of articles—no less than twelve—on subjects of interest in the literary and political world.

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FOREIGN REVIEWS, Republished by L. Scott & Co., of New York. Since writing the above notice of "The Edinburg Review," we have received THE LONDON QUARTERLY REVIEW, for July, THE NORTH BRITISH REVIEW, for August, and BLACKWOODS EDINBURG MAGAZINE, for August.

These enterprising publishers issue their reprints of these foreign Magazines about as soon as they would reach subscribers, if sent directly from Europe; and such is the effect of American enterprise that they cost here not half the price of the same works on the other side the Atlantic. The price of the four Reviews and Blackwood is only \$10. and for this sum we will furnish them and the *Journal*.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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No. 10.

## FAMILIES OF WORDS, RELATED BY VOWELS.

It seems to have been a great characteristic of the Anglo-Saxon language, which is the basis of the English, to make the moods, tenses, numbers, &c., not by inflection, or augmentation, as in most languages, but by a change of the vowel of the radical syllable, as in ring, rang, rung; man, men; goose, geese. This is one of Jacob Grimm's four characteristics, whereby the group of Germanic languages, is distinguished from all others.

This was in part the original character of the Anglo-Saxon, but it was increased on purpose by writers, in early periods. "The ballad-mongers of the fifteenth and sixteenth centuries concerned themselves as little about a vowel as the orientals, and where the convenience of rhyme or metre required a heroic license, they needed only the consonants of one syllable of a genuine root as a stock whereon to grow any conceivable variety of terminations. Although they did not hesitate to conjugate a weak verb with a strong inflection, or to reverse the process, thus adding or subtracting syllables at pleasure, yet *their boldest liberties were with the letter change in the strong inflection.*"\*

"The strong declension and conjugation exhibit the highest perfection of inflecting languages. They express the relation of time and number, by a change of the radical vowel in the noun or verb itself."†

Now as we shall show in the following table we can carry out this vowel change, through classes of words, in the English language, not only that contain what are called the original vowels, a, i, u, as in ring, rang, rung, sing, sang, sung, &c., but that include the other two, e, and o.  $E = a + i$ ,  $au = o$ .

And it is obvious that the word itself, as in the Hebrew, consists of the consonants; and in them the idea of the root essentially resides; of which it is said that we have a thousand, in English.

There is here too, apparently, something a little analogous to the "musical change," or tone of the Chinese: in which the same syllable, by pronouncing it in five or six different tones, or accents, may as often

\*Marsh's Lectures, p. 107.

†De Vere, p. 358.



vary its meaning. One writer says, "The multiplication of words, is only by varying the tone ; and of such variations there are at least ten or twelve."

Thus, in the instance given by De Vere, "tscheu, may mean, among other things, a ship, a basin, a pole, an arrow, the down of birds and coverlids made of them, a plant, &c."

The same system is found in tribes and nations bordering upon China, as in Cochin-China, Japan, Siam, &c. A Missionary of the last country, says of their language, "The same word may have five different meanings, according as you give it one tone or another, and then there may be two or more meanings to words of the same sound. Thus *na*, according to the tone, may be a field, sad, depressed ; a custard apple ; a period ; the face ; an ankle ; thick. *Som*, is wind, mud, to be immersed, to fall to the ground, eyes sunk as in aged persons."

It must also be remembered, in this connection that, "in all languages, and especially in the dialects of cognate languages, the letters employing the same organs of utterance are continually interchanged." The labials formed by the lips chiefly ; as, B. F. M. P. V. W. The dentals, formed by the teeth ; as, D. Th. T. S. The palatals, as, D. G. J. K. L. U. Q. So that a word may, in reality, be the same as another, though to the eye, it may be disguised, and put on a different appearance, as *pod*, the Greek for foot, and the Latin, *pad*, sanscrit, *pad*. They are all the same word, and where the consonants vary they are the equivalents of each other ; so our hound, hunt, the Latin *canis*, and the Greek *kuon*, dog, are equivalents. Sometimes, too a letter is inserted for the sake of Euphony, which is not a part of the root, as Latin *caminus*, is chimney ; Camera, chamber. Lingo,\* to lick, has an u, which is not found in the same word, in Greek, English, and several other languages.

The order of derivation is not according to our arrangement by the vowels, but it leads to the discovery of a relationship between families of words, where previously, we had not suspected it, nor are we to reject a word, because its connection is not obvious at first sight, words continue to acquire new meanings, until they get wide apart from the original one. For instance, from the Greek, *phago*, to eat, probably comes *phêgos*, the name of an oak tree that bore esculent acorns ; (oak-corns) then we have the same word in Latin *fagus*, for beech tree ; then from that comes our word, book ; but there is no connection between *eat* and *book*.† Sometimes in the course of ages words reverse their original meaning. 2. Th. 2 : 7. "He who now letteth, will let," can hardly be understood by the modern reader to mean, "to hinder." Tyndale, 1526, has "he that holdeth." Genevau, "he which now withholdeth." There does not seem to the eye to be any connection between the syllable *gen*, in gender, gen-ius, gentile, and the word native, nation, and yet they are of the same root, and the verb from which the latter come has g-n in it, though the g, is commonly dropped. And so by contractions and changes, sometimes, only one letter of the orig-

\*The derivative, *Ligurio*, shows that n is not radical.

†The beech wood was principally used by the Northern nations in Runic writing

inal word, if that, remains; eel, a kind of fish shaped like a snake, is from the Latin *anguis*; *anguilla*, *aguilla*, eel. So the French *eau*, water, is from Latin, *aqua*. We do not speak of finding these five roots from the Anglo-Saxon, but more or less in use in the present English.

It will be noticed that in following this arrangement, the pterite of the verb comes in some cases before the present; i e, when the former includes a, as ring, rang, rung. But it is highly probable that the past tense preceded the present. And that in English, as in the Greek *aorist*, the past is the original root. Taught, the pret. of teach seems to be the Latin *doct-us*.

Prof. Tafel "on Latin pronunciation," page 49, remarks, that "the present tense is by no means the first tense which originated in language." And again p. 53. "The first form of the verb was undoubtedly the *aorist*, presenting to the mind the idea of some fact or some act completed.

The second form of the verb, required by language, was that which demanded the doing or repeating of such an act or fact."

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
1. Ball	bell	pill	boll	bull.
Bal-lot	pell-et	bill-iards	poll	bull-et
Ball-oon	_____	squill	bowl-der	_____
2. Band	bend	bind	bond, bound, bund-le.	_____
3. Brand	bren	brine	brown	burn, brunt.
Brandy	brent	brim-stone	bronze	bruin, brunette
4. Bear, bar	bier berth	birth	bore	burden
Brat	breed	bird	brood	_____
Bar Jesus	ferry	firth	fort	_____
Bairn	wherry	_____	phos-phor-us	_____
5. Break	breccia	brittle	broach	_____
Brake	breach	brink	broke	_____
Brack	breech-es	de-bris.	brook	_____
Brank	wreck.	_____	rock.	_____
6. Bab-ble	peep	pipe, pip.	pop	poop
Blab.	_____	fife	_____	_____
7. Allahabad (India)	bed, beth-el	abide, bye.	abode	booth
(Keep at) Bay,	abed-ge	whit-by,	body.	_____
		Abyd-os		
8. Blaze	blew	light	blow	bluster
Blast	bleb	_____	bloat	blub-ber
Blad-der	bellows	_____	bloom	bub-ble
9. Can	ken	kith	con.	cun.
Knack	_____	_____	know	cund
Ac-quaint	_____	_____	guostic	un-couth
Name	_____	_____	gnomon	could
10. Can-ine	ken-nel	cynic	hound	hunt
Cant-reff	cent	quint-al	_____	hund-red
Canton	kent-le	_____	_____	_____
11. Cake	_____	kilu kitchen	cook coke	cui-sine
_____	_____	_____	coc-tile cotta	culinary.
12. Clack	gleek	click	clock	cluck
Cack-le	_____	_____	_____	_____

NOTES.—1 Bull of the Popr, so called from the ball attached to the seal 3 Brandy—burnt-wine. Brimstone—burn-stone. 4 Fero, Latin, to bear; do Greek; Bar—Hebrew, Son. 5 So in Latin ripes a rock, and *ripa* a bank, from *rumpo* to break. 6 Pipio Latin. 7 Bye, Danish—village; By lawtown-law. 10 Canis, Kuon; Centum, Latin. 11 Coquo, Latin; Terra-Cotta—cocta—baked—arth. 12 Glecio, Glectoro, Latin.



<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
13. Crack (sound)	creak	crick-et	croak	croup
Crack-le	screak	crick.	frog.	_____
Quack	squeak	_____	_____	_____
14. Crack (opening)	creek	_____	crotch	crutch
Crag.	crevice	_____	_____	_____
15. Cramp	_____	crimp, crisp	_____	crumple
Crape	_____	cripple	_____	_____
_____	_____	sbrimp	_____	_____
16. Care	cheer	_____	chose	cur-mud-geo
Cardiac	cherish	_____	core	_____
Charity	_____	_____	cordial	courage
17. Capital	head	a-chieve	Haupt-ton—	hood
Captain	chief	pre-cip-ice	head-town	_____
Chap-let.	a-ceph-ald	oc-cip-ital	Holland—	_____
18. Caper-naum.	kerchief.	quiver	hauptland	_____
_____	_____	cuir-ass.	head-land.	_____
19. Drank	drench	drink	cover coif.	cur-few
20. Day	[dismal	dial	coffer	cover-fire.
Dawn	dies-malus	diet	drown	drunk
Daisy—days eye.	bad-day.]	_____	journey	diurnal
21. Drag, dray	dredge	dry.	so-journ.	_____
Drain	.....	.....	drought	drudge
Fray.	.....	.....	drone	drooi
22. Draw	dregs.	drift	trough	druggs.
Draft	.....	drivel	dross	drugb.
Draff	.....	.....	.....	.....
23. Flail	.....	fling, inflict	.....	.....
Plague	.....	.....	flg.	pluck.
24. Frame	ferm(a prison	firm	.....	.....
.....	in Bailly.)	.....	form,	.....
.....	.....	.....	morpheus	.....
.....	Dream	.....	morphology	.....
25. Flame	gleam	glympse	gloom	glum
.....	leme	glimmer	loom	grum.
25. Fall, fail	fell	fill, filth	foil	full
Val-ance	field	an-vil—on-	foal	.....
.....	.....	fall.	.....	.....
27. Fat, bait	feed	bite?	food fod-der	butter?
Batten	fed	.....	fother.	.....
28. Be-gan	gen-us	be-gin, kin	gon-orrea	cun-nus
Nation	gen tile	.....	.....	.....
Co-gnate	in-gen-uity	.....	.....	.....
29. Grab	creep	grip, gripe	grope	groupe
Crab	.....	crib	crop	crupper
Grasp	.....	.....	.....	.....
30. Glare	clean	.....	glory	.....
De-clare	.....	.....	.....	.....
31. Gale	gelid jelly	chill	cool	glue.
.....	con-geal	gillo—cooler	cold	coagulate
.....	.....	Latin.	.....	.....
32. Guard	herd	[Cirta, in	cord-on	guerdon?
Garden	tigrano	Africa,]	es-cort	.....
Yard	[Certa, in	.....	court	.....
Ward	Armenia]	.....	cohort.	.....

NOTES.—13 Croor—frog. Egypt. Lat. Crocito: and Coaxo. 16 Cors, Cordis Heart, Lat. ker Gr.  
 17 Caput, head Latin, Kephale Gr. 20 Dies, Diurnus Latin. 27 Feed, causative of eat, edo, as  
 vesco, of esca—food. 31 Wind of day—cool of day, Gen. 3: 8. 32 Kert, Magyar—garden; Gothic,  
 gards.

a	e	i	o	u
Garrison		gird	Nov-gorod	.....
Or-chard—		kirtle	.....	.....
wort-yard.				
33. Gaudy, gay	jewel	jig	joy, jolly	gew-gaw
34. Gall,	yellow	gild	yold gold	guild
Jaundice	gelt	gil-bert.	goel	.....
35. Ham-let	[Bo-hemia	Nord-heimer	home	.....
Wind-ham	.....	wind-heim	.....	.....
36. Halt	.....	.....	.....	.....
Halter	held, helm	hilt	hold, holster	.....
Hait	helmet	.....	holder	.....
Hand?	helve	.....	be-hold	.....
.....	pre-hen-sile	.....	be-helden	.....
37. Haughty	heave head	hight	hove hover	huff, huge
Haut-boy,	heaven, heft	hives	hoove hoist.	hugh pr. u—high
38. Hale	heal	wield	whole	wood—validus,
Val-id	well	.....	holt—wood	
A-vail	weld	.....	holborn.	wuld.
Wall	welt	.....	.....	.....
Valley	.....	.....	.....	.....
39. Hang	stone-henge?	hinge	hook	hung.
Hanker	.....	hitch,	hoof.	hungry?
40. Lap. labial	leap.	lip, eclipse	lop lope	loop
Slap, flap	lepas a hare-leaper?	slip	slop slope.	slumber
Slab-ber.	.....	.....	.....	.....
41. ....	lever leaven	lift	loft	luff.
Elevate	levy, relief.	light,	a-loof.	.....
42. Lay	ledge	lie lien	lodge	lurk,
Lair, lawn	lees	litter (straw)	low	lurch.
43. Lade	lead (metal)	lid	load	.....
[Bal last	.....	.....	.....	.....
Boat load.]	.....	.....	.....	.....
44. Lad der	lead (v) led	.....	lode stone	.....
.....	.....	.....	pilot.	.....
45. Lag, lack	length	linger	long, loiter	lug, lungs
Lank, languid	.....	.....	.....	.....
46. Lad, lass	lewd	child	lout	.....
Ladess,	yield,	litter	harlot.	.....
47. Maul	meal	mill	molar	mull
Mallet	mellow.	.....	mollify	mullen
48. May. mayor	megacosm	might	more	much
Magi-major,	meg scope.	mickle	mow (of hay)	must.
49. Pay? by weight	de pend	pints?	pound	fuud,
at first				
.....	penny	.....	poise	.....
.....	spend	.....	.....	.....
50. Pad, paw	feet	.....	tri-pod	futtock
Path	fet-ter	.....	foot	boot.
Patten	ped-al	.....	poly-pod	.....
.....	tre-vet	.....	.....	.....
51. Quadroon	tetrach	.....	four, forty	.....
Quaternion		firkin,	[fortnight	.....
Square		.....	fourteen	.....
Farthing		.....	nights.]	.....

NOTES.—34 Gil-bert—gold-bright. 35 Fel, Flavus, Gilvus, Gal-bus, Latin. 38 Swartzwald—Black-forest; Vallis—space walled in; and passive of vallum wall. 39 Horace's ruenti stomacho, for hungry. 46 Heb. yeled to bear. Velela, a virgin Tac. Ger. 8. 48 Megas Gr. Magnus Lat. Funda—a Sting, Lat. 50 Sans. pad Gr. pod-os Lat. ped-is.



a	s	i	o	w
52. Quean	queen	gyn-archy	gown?	.....
53. Raise	rear	rise	rose, rouse	.....
54. Raid	reel, com. with roll.	ride, rite	rout, rote,	rut, route
.....	.....	.....	roll—rotula, dim. of rota	.....
55. Reign	realm	right—rectus	royal	rule
Reins	region	Orgeto-rix	ad-roit	.....
Suze-raignty.	regal	rix-dollar	.....	.....
Rajah	rex.	.....	.....	.....
Ranee—rajnee	rectitude	.....	.....	.....
-princess Ind.	.....	.....	.....	.....
58. Spar	spear	spire	spore	spur
Spare (adj.)	.....	.....	.....	spurt.
57. Straw	strew	stir	strow	.....
Stray	street	stream	storm	.....
Strata	.....	.....	stromatic	.....
58. Stake	.....	stick stitch	stock	stuck
Stalk	.....	sting, stigma	stoke	stucco.
59. Snake	sneak	snig,	snook	snug.
Snail—snagel,	.....	.....	.....	.....
dim. of snake.	.....	.....	.....	.....
60. Swamp	.....	.....	sponge	Fung-us
Swans	.....	.....	[fog, a kind	punk
Sphag-nus	.....	.....	of moss.]	.....
61. Snarl	sneer	snicker	snore	snuffle
Snaffle	sneeze	sniff.	snort	snuff, snub.
Naze	sheer-ness	rhino-ceros.	nose. noose	.....
Nas-turtion	neeze	.....	nozzle.	.....
62. Sap	sipe	sip	sop sob?	sup
Saphor	.....	siphon	soap, soft.	soup
63. Shade	shed	sky	shoe?	sculk
Shadow	shelter	skim	scotch	scum
.....	[shield	[squirrel—	.....	scull
	sheath]	shadow-tail]		
64. [Beth-shaw—	sheen	shine	shone	sun summer
house of sun.				
by Webster.]				
65. Share	shear, shred	shire shirt	shore, short	curt.
Scar, scarf	sheers	.....	score	.....
66. Sat sad	set, settle.	sit site	sod soil	stool
Saddle	sed-an seat	in-sid-ious	sole	.....
67. Spat	spet	spit	spot	sputter
Spatter	spew	.....	spout	.....
Spaun	.....	.....	.....	.....
68. Stamp	step	stile, stirrup	stop stope	stump
Stable staple	steeple	step-rope.	stoop	stub, stuff
69. For-sake	seek beseech	.....	soc-iety	sue, suit
.....	sequel, second	.....	sought	hame-sucken
.....	per-sec-ute	.....	for-sook	.....
70. [Sack,	.....	sic-city	soak	suck
coarse cloth	.....	swig	soggy	sugar
for strainers.]	.....	.....	.....	sug, (a worm)

NOTES.—52 Gune, Beot. Tacitus De Germania Sec. 45, speaks of the Sitones who have so far sunk below servitude as to be governed by a woman: and the maps of the middle ages us Quean-land in that same region on the Gulf of Bothnia. The Saxon word for woman is cwaen, no doubt connected with the Greek gune. 53 Rana. 54 Rota and Rheda Lat. 55 Rule—regula, contracted; Orgetorix—chief of 100 hills; Caesar. B. G. 1 2 4. 26. 60 Gr. Somphos and spoggia. 61 Nares Lat.; Nasus Lat. 62 Opium, Gr. opos, Juice—sap, sop. as ule—sylva. 63 Gr. skia oura, Lat. sciurus, dim-sciurulus—squirrel. 64 Sedo, Sido, sitella situla. 67 Spuo Lat. 68 Steibo Gr. 69 Sequor Lat. 70 Sugo Lat.

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
71. Damn	temple	time	a-tom tome	doom
Damage	temporal	.....	epitome	.....
.....	tense	.....	ana-tomy	.....
72. Twain	be-tween	twin, twice	two, doubt	dubious
.....	deuce	.....	.....	duet, dual
73. Vat-es	view, weet	wit, witch	wot, doll	guide
Vat-ican	ween, vedette	wizard, wise	clair-voy-ant	[pru-dent—
Wat(in Siam)	sur-vey	idea, idol, ides	cyc-oid.	provid-ent]
.....	veda (India)	witena—geniote	woden—	.....
.....	.....	mt. Ida—pros- pect.	.....	.....
74. Water	wet whey	hyd-rate	dropsy	ud-ometer
Wash	dew	hydra, hyades	hydropsy	undulation
Baden Baiac	.....	.....	ooze otter	(u not radical)
Carls-bad	.....	.....	.....	.....
Bathe	.....	.....	.....	.....
75. Vad-imony	federal	fid-elity	foy	feud.
Faith	fealty fief	con-fide	oath ?	.....
.....	wed	.....	.....	.....

NOTES.—71 Sans. Tam—cut; Temno Gr. 73 Sans. Wid. Latin vid-eo; Gr. eido, with digamma.  
74 Gr. 'udor 'udat-os—weed—wet, uoidus Lat. sudo, sweat is perhaps causative of wet. 75 The  
chief thing in wed is the pledge, and is from vador, to give bail.

E. F. R.

## TEACHER'S POSITION.

Next to that of the mother's, is the teacher's influence over the children consigned to his care. He implants in the youthful mind, to some extent, those principles which are to be the rule of action in after life. He trains, for weal or woe, those who are soon to take charge of the concerns of both church and State.

How important, then, is his position? What a responsibility rests upon the teacher! The prosperity of the country, and even, we might say the perpetuity of the government, depends upon his actions. The causes, which now threaten to demolish our "glorious Union," were brought about through the medium of teachers and text books. How true is the old adage,—“Just as the twig is bent, the tree enclines.”

With these facts staring us in the face, certainly no teacher, who has the good of his fellow men, and the future well-fare of his country at heart, can lightly regard the responsibility which rests upon him. Neither are the fruits of his labors observable only in the affairs of his country; but, in great Eternity will they be made known. Then, he is not only responsible to his country, but also to his Maker for the manner in which he trains the young.

Yes, fellow-teachers, our profession is a high calling; and we should not degrade it by slightly appreciating its importance. Let us be impressed with the responsibility resting upon us, and act accordingly. If we discharge our duties, faithfully, we will receive the esteem of men, and the approbation of Heaven; but, if we lightly regard the responsibility incumbent upon us, and do not faithfully discharge our duties we may expect the dis-esteem of men, and the frown of Heaven. We should not labor for pecuniary advantages; but, for the good of our fellow men, and the glory of our Creator.

H. J. J.



## PRECOCITY.

In the journal of Eliza Cook, we find the following, which was written by an observer of boys and girls in London. But it is a life-picture of "Young America," and should be read by those parents and teachers whose system of no discipline tends to give the same shade of character to the infant *gentlemen and ladies* of our longitude.—*R. I. Schoolmaster.*

It was once said of a certain man, "that he had never been a boy." That was meant to point him out ironically as a grand exception to the common race of mortals; but what was the exception then, really seems to have become the rule now, and I am tempted to think that the race of boys is fast becoming extinct, and being replaced by a race of manikins, wanting alike in the grave power of maturity and the light-hearted wildness of childhood.

I have seen upon the same apple-tree fruit unripe indeed, but full, and juicy, and promising luscious mouthfuls when the sun should have matured them; and close by, a little, half-withered, prematurely-shrivelled thing, looking as if it had forgotten to grow last year, and was not thought worth gathering; and I could not help thinking that that was to other apples what manikins are to real boys; and as I am fond of fruit, I only hope the apple-trees will not take to extensively imitating the vagaries of us mortals. Solemnly and seriously, I cannot help wondering sometimes whether those old fairy tales are true about mischievous spirits changing human infants in their cradles for young elves of their own species, and thinking that the race, curtailed of their old dominions of forest and greenwood, and thicket copse and barren waste, and scorning the doctrines of Malthus, are compelled to find outlets for their superabundant and unemployed population, and are exchanging with earthly fathers and mothers on an extensive scale. The supposition is no doubt a most extravagant one, but how on earth else to account for the wonderful increase of manikins I do not know; and, perhaps, when one is involved in a puzzle of doubt and perplexity, without a chance of lighting upon a reasonable solution, an unreasonable one is better than none at all. When I was a boy of thirteen or fourteen, I think I was a fair specimen of boys of my time and age. My father was an old soldier, settled down after a life of hardship and warfare into a country gentleman of some standing and consideration in the village where we then lived, and moving at least in as good society as Mr. Smithson, a retired coal merchant I know, at No 4 in our terrace; yet I do not know two more entirely different beings than Master Smithson, now in his early teens, and what I was then. I looked, as I recollect, like a boy; there was no more of the man in me than there is of the full-blown flower in the bud; while Master Smithson is a perfect manikin—a good specimen of his class and if you were to look at him through a powerful magnifying glass, and imagine the whiskers, you might take him for an exquisite of the first water. My short jacket, corduroy trowsers, laced shoes, and open collar, are, in my mind's eye, in decided contrast with the superb apparel of the representative of more modern boys, who endues himself in a shiny satin stock, adorned with pins and chains, a frock-coat of

the smartest cut, and kerseymere trowsers of the finest texture, tightly strapped down over miniature Wellingtons, of the highest possible polish.

In the forest, on the borders of which our snug house stood, I used to roam at freedom, birds-nesting, blackberry-gathering, cricketing with the village boys, and bathing in the deep, clear pool in its quietest nooks, my face all tan and freckles, and my hands sun-burnt and scratched; or sometimes I would gallop for miles round on the rough, shaggy, forest pony, which was my especial property; while Master Smithson wears Paris kid gloves, uses cosmetics to improve his complexion, never indulges in rougher summer exercise than a quiet walk on the shady side of the way, when he is tired calls a "Hansom" with perfect composure and self-possession, has his hair cut and curled at the Burlington Arcade, and takes his bath at the Hummuns. My father's old gold repeater, with an outer case almost large enough to fry a beefsteak, and its pendant bunch of seals, one bearing the family arms, used to seem to me the very *ne plus ultra* of watches, and was an object of my especial ambition; but young Smithson has a Parisian time-keeper, about the size of a half-crown, with an enamelled case, on which is represented Venus and Adonis, and it is suspended round his neck by a massive gold chain, with a smaller one from which depends a dashing brequet seal, bearing the crest of the Smithsons—the said crest, by-the-way, having been fished up a year or two ago, at some expense, by the Herald King, and emblazoned conspicuously on both doors and back of the family Brougham. Great as was the contrast between the outside of this young Englander and myself, it is scarcely so great as between the inner man or boy (I am rather puzzled which to say). I knew as much Latin as the village clergyman could get into me, was a tolerable arithmetician, knew something of mathematics, had a good smattering of history, and was tolerably acquainted with geography; while our young friend Smithson could never compass an accurate knowledge of the rule of three, is far better acquainted with Casino than with Euclid, and has about as much knowledge of latitude and longitude as a dancing bear. But then he extends his studies in another direction—he has progressed with the march of interlect—for, calling in upon the Smithsons the other morning, I found him in an embroidered Parisian dressing-gown, reclining upon the sofa, and languidly perusing a translation of the last novel by the inexhaustible Alexander Dumas.

I well recollect, too, my reverence for my father, who, with his grave cheerfulness and stern, old-soldier-like discipline, I should almost as soon have thought of treating disrespectfully as of playing familiarly with Wombwell's largest lion. But Master Smithson calls his "guv'nor" (that's the word now), a stingy old foggy, behind his back, and laughs at him often to his face.

The strongest contrast perhaps, is in our behavior to strangers: they used to treat me like a boy, and ask me how I did; say I looked healthy and strong; and, perhaps, (as old Gen. Johnson did the last time my father and I met him in London,) slip a half-sovereign into my hand, saying, they dared say I knew what to do with it. I used to thank them with a bow—answer their questions, and hold my tongue; but



Master Smithson remarks with great facility, that it is "a fine day," or "deuced hot," or "uncommonly wet," and thinks that he has as much, or it may be more, right to an independent share in the conversation than that "old foggy," Smithson the elder; and if the old General (who assuredly would not have offered money to so fine a gentleman) had put a piece of gold into his hand, I really believe the modern youngster would have had serious thoughts of calling him out. With women, too, I remember that, like most boys of that time, I was very shy. I used to blush up to the eyes on going into our quiet parlor, and unexpectedly finding some of the neighboring ladies and their daughters, chatting with my good mild mother; but young Smithson bless you, offers to escort his mother's friends home, and gives his arm to a dowager or a demoiselle, with all the grace and gallantry of a courtier of Charles the Second.

It is not only to boys of the Smithson class that this precocity pertains. No matter how many years ago, I used to think smoking a manly accomplishment, (Master Smithson, by-the-by, puffs cigars at thirty-two shillings a pound, and takes an amber-tipped hookah at home,) and I was in the habit of occasionally picking from old hay-stacks a sort of reed, and making myself disagreeably sick by smoking it; but now ragged boys of all ages indulge openly in short pipes; and it is not many weeks ago, walking in the environs of a country town, I actually met a cheese-monger's boy, of about twelve, aproned, with his basket on his arm, smoking a pipe, with a meerschaum bowl almost the size of a half-pint pot, and a tube half as long as himself, and strutting along with the composure and gravity of a German professor taking his morning walk.

What a difference there is in the girls too, compared with what they used to be! I do think they have been changed quit as much as the boys; in their hearts, perhaps, they are more as they were. But I cannot help comparing my own sister with the modern misses I occasionally meet, and contrasting the broad-brimmed straw hats, short frocks, pinafores, and romping of the one, with the gauze bonnet, pelerine, beflounced dresses, and rainbow parasols of the latter. I verily believe if you had given my sister, at ten years old, the finest sylpide parasol that ever was bought or sold in Regent street, it would in a couple of hours have been converted into a machine to catch butterflies, or some thing of the sort, and smashed before the day was over; and thinking of this, I could not help laughing at some little ladies, whose conversation I overheard a short time ago. Two were just entering their teens, the third a little toddling thing of five or six, and they all had parasols. The two eldest carried theirs majestically upright, but the younger performed with hers some eccentric motions, for which she was gravely reprimanded by one of the dowagers, the other kindly excusing her by the plea, that she was "such a little thing, you know."

These may seem small matters; but I honestly confess that I regard them with some interest, as indications of what the future people are to be, and I am old-fashioned enough to like, in this respect at all events, what *was* better than what *is*. I should not object so much to precocity in knowledge or power, but this is a sort of precocity which seems to indicate that the heart is getting old while the brain remains young;

that the sincerity of nature is fading away before artificial forms; that the fresh impulses of soul are being withered by conventional ceremony; that the gayety of youth and its wild light-heartedness are being cheeked by arbitrary notions of propriety, and its simplicity being corrupted by finery and ostentation. I like men really to be men; and in order that that should come to pass, I think it necessary that children should really be children. Many may differ from me, but in my opinion, a fine manly character is better reared up out of the enthusiasm, the wild energy and ready sympathies, and earnest, confident simplicity of true childhood, than out of the premature gravity, distrust, and decorum of the manikin tribe; and I shrink with nervous fear from that state of society in which hearts shall grow old before brains develop or forms expand, and the rising generation lose the openness and candor of youth, and acquire the duplicity and secrecy of old age, before they even enter upon the real business of life. Depend upon it, the subject is well worthy of the consideration of the mothers and fathers of England, and it will be well for all if it seriously engage their attention.

### THE BOSTON TEA-PARTY.

On a bitterly cold night just before Christmas in the year 1773, most of the citizens of the quiet town of Boston were thrown into a state of great excitement by the measured tramp of a large body of men passing through the streets which led to the wharves.

In those days of simple habits, it must indeed have been a matter of great importance that would keep a man out of his bed till past nine o'clock; but it was now midnight, and every lamp, except those in the rooms of the sick, had been extinguished for hours.

There had been no small excitement in the town that day, owing to the arrival of an English ship loaded with tea, consigned to the firm of Timothy Doolittle & Co., and reports had been circulated of an intention on the part of the people to prevent the cargo from being landed. It was, however, so late when the ship reached the dock that no attempts had been made to unload her that night; and except a few muttered expressions of contempt at the mean spirit of Timothy Doolittle and his partner or partners, who were conspicuously bustling about with an air of unusual importance, no notice had as yet been taken of the matter.

Why the arrival of a ship load of tea should produce such an effect as this will be best explained by stating in as few words as possible the then existing state of affairs. As long as the Colonists, who were so-called, were poor and in trouble, England though claiming the country, left them to take care of themselves; as soon as they became prosperous and wealthy she was seized with a most violent interest in them, and even insisted upon making laws for their better government.

It was one peculiarity of these decrees that they were all calculated to transfer money from American to English pockets, and it was the constant succession of these laws that finally brought about the famous "American Revolution."

One of the most outrageous was that relating to tea. All of that com-



modity imported into Europe was brought by either the Dutch or English; the former disposed of theirs at much the lowest rates, but by this famous law the Colonists were allowed to buy only from British merchants who had brought the article in vessels carrying the English flag, and provided with an English Captain and crew, or obliged to pay a heavy fine.

Resenting these impositions the Colonists held a meeting, and resolved not to receive or use tea in any shape or manner, and sent word to England that they wanted no more shipped to them; but notwithstanding this protest, shipload after shipload continued to arrive, and there were always men like Doolittle & Co., to receive and endeavor to sell it, if they were well paid for their trouble.

As we said before, the arrival of the ship that day created quite an excitement; it was so late however before she reached the city, that, as was generally understood—active resistance had been postponed until the next morning. But with minds in a state of suspense the sound of this troop of men passing at midnight produced no small amount of commotion; and in an instant every sash was raised, every shutter thrown open, and from every door and window were thrust the heads of men, women and children. All that met their gaze was a body of Indians in their war-paint and feathers, but apparently quite unarmed, passing peacefully along in the cold moonlight. Indians were not at all scarce in the neighborhood, and the sight of them either single or in numbers was no unusual occurrence in broad daylight; but there was decidedly a mystery in this extraordinary night-march.

Finding, however, that shivering in the cold at open doors and windows would not enlighten them to any great extent, most of the inhabitants betook themselves to their beds again to speculate upon the matter until morning. Some of the younger ones, however, urged on by a desire for fun or fame, only waited to be convinced that the master of the house again slept, to slip out and follow the mysterious strangers.

Keeping their way toward the sea-side the Indian band—now followed by a goodly company of the younger townsmen mounted the deck of the ship—and, no doubt, greatly astonished the sailors left to guard her, as well at the crowd at their heels, by the excellent English in which the Chief issued his commands to secure the watch and open the hatches.

The speed with which these orders were obeyed too, proved that the Indians all understood English as well as the Chief spoke it. Without loss of time every chest of the obnoxious tea was dragged upon deck, split open, and its contents tossed into the water, until the whole surface of the Harbor presented the appearance of a vast green field.

One, and one only of the band, a long, lank, bony-looking man, whom for the sake of a name, we will call Ichabod Oldbuck, seemed to regret the deed, and groaned within himself every time a fresh box of tea was cast overboard, more than once muttering something about "the wickedness of such a waste." But an eye was upon him, and a merry eye it was, and gaily it twinkled as it chanced to alight on Ichabod busily engaged in a far off corner.

With the exception of those brief orders at the beginning no word had

been audibly spoken; now a voice whispered softly in Ichabod's ear, "Hast found any more in that corner?"

As he turned quickly round, the moon showed Ichabod the merry twinkle in the eye of his interrogator, and he saw that concealment was useless. With some embarrassment he answered: "Hist! Jonathan, lad, say nought about it. The old grandmother at home yearns sorely for a taste of the herb, and I have just saved a drawing for her; for myself, I would scorn to taste the vile stuff; but for granny ——— so say nought about it, Jonathan."

"No, I will not," replied Jonathan, and at that moment the Indian leader, in as good English as before, called them again to order, and led them back by the way they had come. But in the moonlight, the merry eye of Jonathan detected a most extraordinary expansion in all of Ichabod's ample pockets.

Living in constant dread of Indian cruelties the half-awakened townspeople who heard the returning tramp, scarce dared to look out again, lest they should behold some bloody trophy—some fearful evidence of a murderous errand. But the sound died away, and by morning the people began to wonder whether the whole had been a troubled dream.

To those most interested, however, it proved to be a palpable reality, though why the Indians should have shown such hostility to the landing of the tea, unless it were for revenge upon Timothy Doolittle & Co., they could not understand. Of one thing at least they were quite convinced that if they wished to sell their tea they must mend their laws.

One other person too was very much mystified the next morning, and that was the wife of Ichabod Oldbuck, for she could not find the pockets of her husband's coat. A little boy on his way to school that day, picked up two strange looking bags filled with tea, that were lying in one of the streets through which the Indians had passed, but how they came there he could not discover; and Ichabod, though a town officer, did not push the enquiry. He took good care to keep out of the way of Jonathan Goodman and his merry eye; and to his dying day mourned over the wicked waste that converted Boston harbor into a vast tea-pot. There were never afterwards found any Indians in the neighborhood who spoke English as well as the Chief who led that night's expedition; and at this hour there are good and wealthy men living in Boston, whose boast it is that they are the descendants of the Indians who were present at the great tea-party in Boston.—*Boys and Girls Magazine*.

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BETTER THAN SOIL, OR CLIMATE, OR GOVERNMENT.—"That vast variety of ways, in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation than soil or climate or even than government itself, except so far as government may prove to be the patron of intelligence and virtue."

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The gleeful laugh of happy children is the best home music, and the graceful figures of childhood are the best statuary.



## A TROPE.

Now lone I stand upon the shore,  
While waves my feet do lave ;  
The winds of desolation howl,  
And storms roll up the wave ;  
Deep calls to deep, but no response  
Comes from the murmuring depths,  
No glittering star in evening sky,  
From wave a beam reflects.

'Tis calmer now—lo ! yonder star  
In mild effulgence gleams,  
But soon a dark portentous cloud  
Obscures the twinkling beams ;  
And thus the calm a storm succeeds,  
Each follows in its turn ;  
The darkest hour, the brightest day  
Has gone but to return.

This trope, my fate, so oft convulsed,  
May truly represent,  
This mighty rolling ocean oft,  
Its power in peace has spent.  
Now storms disturb its placid flow,  
And waves from wavelets spring,  
From caves unfathomed far beneath,  
The richest gems they'll bring.

When calmly rolls the tide of life,  
The gentler, virtues reign ;  
That *master chord* within the heart  
Yields not its melting strain :  
The deep emotions of the soul  
Respond to sorrow's tone ;  
These richer gems within the heart,  
Spring forth from trials' lone.

Not like the blooming rose of spring,  
That's blighted in an hour ;  
But like the heaving boisterous sea,  
That's purer from this power :  
And now the surface tranquil sleeps  
O'er first born passion's grave :—  
A gleam like that from love's first star,  
Is trembling on the wave.

M. H. S.

## INCONSISTENCIES OF SPEECH.

There are many inconsistencies, not to say paradoxes in language. We have "Commencement" in our colleges at the end of a term instead of the beginning. We say "the wind is to the north," but we mean it is *from* that quarter. We have the play of Hamlet with the part of Hamlet left out. A preacher was accused of delivering a sermon containing personalities, but with that part omitted: and many preachers of the gospel *in name*, may be charged with omitting the gospel from their discourses. We find that *down* (dune) means up; we have persons "speaking through their noses," that is the breath *does not pass* through that orifice. We see politicians anxious about the welfare of the "*dear people*," meaning their own dear selves. We ride with wooden, or brass stirrup *irons*; we have wooden or iron *step-stones* to our dwellings; we use iron, glass, or brass *candle-sticks*, on our tables. A mechanic promises me to *white-wash* with some color; I take a pain in my side, or a pain takes me in my side; the fire caught the house, or the house caught a fire; or it burned *up*, or burned *down*; the man fell *up*, or fell *down* on the ice. When the Irishman was told to "look out," he understood it literally and put his head out of a window, and got hurt; he found by sad experience that "look out," meant "look in." Naught is of no value, but by as many naughts as we annex to a wait, we increase the value tenfold.

Sometimes things are spoken of according to appearance, and not according to reality. Every one who has sailed on the ocean, knows how, when he approaches the shore, the *land seems* to move towards the ship, instead of the ship coming nearer to the land. So in acts 27: 27, "the sailors thought they drew near some country," is the idea, and the correct translation; but the literal rendering would be the other way, "that the country drew near them," and it shows that the writer was a witness to what he describes.

We find to our cost often that "a certain man" is a very uncertain one. A preacher once undertook to explain what this phrase in the Bible meant, and made out "a certain man," to be a *married man*; but too many wives have discovered the fallacy of this.

The word *let*, to permit, in the time that the Bible was translated signified to *hinder*. A form is a morph, (morf). The Atlantic, Tennessee and Ohio Rail Road, is to extend from Charlotte the Statesville N. C., a distance of forty miles. The thief cries "stop thief."

A friend inquires at meeting "how do you do?" and then in the next breath asks after your health. Compliments as often paid may be understood inversely. If an inhabitant of some other planet were to visit our world and read the inscriptions on the tomb-stones, he would say that none but the best of persons ever lived here; and he might find the worst characters most applauded. Men are often puffed and recommended, not in proportion to their merit, but to their want of it, and plasters of this kind to cover defects can be obtained by any body and to almost any extent. When some men swear profanely to sustain their statements it is *prima facie* evidence that they are false. Tallyrand said that the object of language was to conceal thought, and so they who have had much experience in the world find too often the case.



## RANDOM THOUGHTS.

That the present times are not like the "former time," is certain, and, as mankind are necessarily progressive, either in a right or in a wrong direction, a generation must make a great difference in the state of society; but which of them is best, we are not competent to decide. Those who have lived their three-score years and ten, assert, with all the gravity and confidence of age, that the days of their youth and vigorous manhood were vastly preferable to the present; that railroads and steamboats have only made people idle and profligate; and that, with all their boasted advancement in knowledge and refinement, they are only sciolists and novel readers, vain coxcombs and worthless flirts, who care for nothing except to spend money and revel in pleasure; but all the "youngsters" call such relics of a by-gone age "old fogies," and sneer at these *dictates* of experience and clamorously aver that the past generation will not compare with the present. Whether there was more moral worth and rational enjoyment, fifty years ago, than we have in our day, is a matter we shall not undertake to determine, and any further discussion of it would be foreign from our purpose. Any decision on the merits of the question we leave for juvenile debating societies; but the facts before us must not be overlooked or be left unimproved.

Within half a century, the whole education of the country, above the common rudiments of English, such as reading, writing, and the four first rules of Arithmetic, was in the hands of ministers of the gospel, who preached on Sunday and taught school and attended to their farms through the week. They generally taught both Latin and English, but neither of them very thoroughly, nor to any great extent. This, however, answered all the demands of the country at that day, and they deserve the thanks of all coming generations for their self-denying and patriotic labors. They not only maintained the ordinances of the gospel in their purity and the power of vital religion in the country; but turned out many in the learned professions who filled their places with honor to themselves and usefulness in society. Some of them will fill a large space in the eye of posterity, and their names will long be conspicuous on the scroll of fame; but those "good old times" are now numbered with the years before the flood, and we are called upon to act our part in very different circumstances.

Progress is our destiny, and man can only shape his course and give a moral character to the part he acts; but progress expands and magnifies everything. If the *modus operandi* is mysterious to us, there is manifestly a power at work which we cannot see, an agency which we cannot control, and it behooves us to aim at the same great and beneficent end; but every part, however small comparatively, in the great system of human occupation and pursuit, is becoming every day more important, and a greater amount of effort becomes indispensable, or we must retrograde. A nursery of orchard trees, though standing in close proximity, not a hand's breadth apart, will do very well for a time, but they must soon be separated and removed to a distance, or they will do no good. Four or five stalks of corn in a hill may thrive for a few weeks, but then, if some of them are not pulled up, they will die or be

dwarfed and yield no fruit. A dozen of children in a family may grow and work together harmoniously, and have much social enjoyment and accumulate property until they attain maturity ; but then they must separate, and each one of them, with all his mental and physical powers in full development, has become so important that he must have a house and family of his own and take upon him the whole routine of secular cares and pursuits. Such is the effect of progress, and in regard to man, it has no limit either in extent or duration.

It required more than a generation for the country to recover from the prostrating and paralyzing effects of the revolutionary war ; but under the genial influence of freedom and that stimulus which freedom always imparts, prosperity crowned their efforts and gave them leisure. They began to feel independent, and their aims became more lofty. As general intelligence increased, the community demanded an intellectual culture and a style of preaching which required the whole of a man's time. Then, as literature and arts and sciences advanced, with the elevating and liberalizing influence which they ever have on a community, parents desired a much higher grade of educational training for their children, which required the whole of a man's time, or rather, the whole time of several men at the same institution. Hence the ministry, as a body, became detached from the practical education of the country, and the latter loomed up into a grand and all-important profession by itself. Now, we no more think of uniting these two professions, as a general thing, than we would think of uniting the business of farming, or merchandise, or the practice of medicine with that of teaching. Ministers of the gospel are as warm friends and as active patrons of our schools and higher institutions as they ever were, and one or more of them are usually connected with our colleges and universities ; but they have no pastoral charge and preach only as they find it convenient. Education has become a great interest in our country and has assumed an importance paramount to almost every other ; nor have we any cause to regret the change ; for there is no comparison between the extent and thoroughness of the instruction now given and that of the past, as some who are yet living, can testify. If a man's social position is always elevated and honorable in proportion to the service which, it is admitted, he renders to society, the day has gone by when the teacher had to bear the *sobriquet* of *pedagogue*, and when the little respect which was shewn him, depended on the use he made of the birch and the ferule ; but in this cause, as in most others, there is no such thing as standing still. We must press on or become retrograde.

The effect of progress in expanding and magnifying everything, makes the division of labor necessary ; but how far it may be, or ought to be, carried, we cannot tell. Every one, who reads even a common newspaper, knows that a needle, for example, during the process of its manufacture, passes through the hands of some seven or eight operatives, each of whom has a distinct part to perform ; and, in our father-land, we mean the land of our forefathers, this principle is carried out in everything, education not excepted. To this must be ascribed their superiority in most of the useful arts and in the advancement of science and literature. In some branches of business, in this country, the division of labor is carried as far perhaps as it has been carried in Europe,



and we may even surpass them yet in this, as we have done in some other things; but whether the time will come when some will be employed exclusively in teaching the young how to walk, and some in teaching them how to eat, and some in teaching them how to sleep, &c. &c., we do not know. In all civilized countries, and especially in all protestant countries, the best and most successful training of the young has always been regarded as an object of transcendent importance, and as it has progressed, its estimated importance has increased until our common school education has become, not a distinct profession, but a distinct business, and every branch above common English requires a separate professor. Such has ever been and must long continue to be the course of things; and, if advancement in whatever can increase our comfort and well being is desirable, we should regard the increased labor rendered necessary by our progress as a wise and beneficent arrangement of nature.

With our present arrangements and under the direction of our very competent and energetic superintendent, we may expect a steady and permanent progress in our common school education, provided we can get all classes of the community to take a sufficient interest in it; but that is indispensable. When a military spirit has become so roused up in the country that the martial exercises are generally attended to with zeal and perseverance, we soon have a nation of warriors, equipped and ready for any call that may be made upon them. The spirit of internal improvements which has, within a generation, pervaded the whole population and enlisted the hearty co-operation of old and young, rich and poor alike, has overspread the land with railroads, steamboats and other facilities for trade. We have seen similar results produced by an earnest and all pervading spirit of enthusiasm in politics, in the cause of temperance, in religion and in everything which comes to be regarded as a common cause, and the success of which depends on united effort; and neither education nor anything else in the whole range of human interests can form any exception to the general rule.

The common remark that "what is everybody's business is nobody's business," is unbecoming a free people, and ought to be scouted from the country. If it is intended merely as the statement of a fact, it is one of which we ought to be ashamed, and if it is used as a maxim, or a principle of action, it should be thrown into the stream of eternal oblivion. Whatever is really everybody's business, every one should regard as his business, and do his part like an honest and an earnest man. He who, in any case of common concernment, neglects to do his part, and excuses himself by saying that "what is everybody's business is nobody's business," is unworthy to have a part in the common stock, or to have a part in the common profits. There is a disingenuousness and want of liberality in it which is reproachful to any man, and if acted upon by all concerned, would soon destroy every interest depending on combined effort. In a mercantile firm, or a mechanical establishment, or the operations of a mining company, any one who should neglect to render, in some way or other, his full quota of service, merely on the plea that it was a *common* interest, would soon be discarded and turned adrift. In regard to common schools there is manifestly an increasing interest felt by all classes in the community; but it is not yet

sufficient to produce an earnest and persevering co-operation. There are very few schools in the country that have anything like such houses, or seats, or desks, or apparatus of any kind, as they ought to have; and it is only here and there you find a neighborhood where the citizens are disposed to make any sacrifices, to spend an hour or contribute a dollar more than their tax toward this object. This is bad economy; and education is not the only interest that suffers from this cause; for a want of economy is obviously one of the chief hindrances to the greatest practicable success in every department of business. We shall not now enquire into the cause of this; but in regard to education, it is owing partly, perhaps, to ignorance, partly to the influence of early habit, and partly to the want of reflection; for any man of common sense could soon satisfy himself that his children can learn far more of Geography, for example, in a few weeks, with globes and maps than they can learn without them in as many months.

If parents, guardians and citizens generally would consider the matter fairly and take interest enough in the common schools of their respective neighborhoods to build good houses, in pleasant localities, and furnish them with comfortable seats, the best maps and other facilities for improvement, the children would become fond of their schools, and that is essential to their progress. Strong feeling of any kind is contagious, and especially with the young and ardent. They are imitative too; but will imitate none so readily as their parents, whom they love and revere. These facts are too obvious to need either proof or illustration, and it behooves every good citizen to admit their full and practical influence. We all know more than we put in practice, and most of us are very ready to admit our delinquencies; but, instead of amending our ways, we are prone to make some excuse often a very trifling and unjustifiable one. A common interest requires the united and earnest efforts of all concerned, and the success will always be in proportion to the amount of well-directed energy we put forth.

Most children are easily won by kindness and stimulated by commendation or the hope of reward, when they come from those in whom they have confidence. Occasionally we meet with a man who, amidst all the cares and exciting pursuits of life, seems to retain all the feelings of his early days, very little if at all impaired, and they are favorites with the young. Such, if otherwise competent, make the best teachers and write books for children, which are always read with interest, while others, though written with much greater ability, are entirely neglected. This is rather a digression from the point at which I was aiming; but the reader will bear in mind the caption which stands at the head of my desultory communications.

It is obvious everywhere that children love, not only to be commended by their parents, but to be noticed by others, especially by those who are venerated for their age, wisdom and goodness, or distinguished by their intelligence and public services; and if such men, lawyers, physicians, statesmen, preachers and prominent citizens would occasionally step into the school of their district and speak a word of encouragement to both teacher and pupils, it would have a very happy effect. We do not mean that they should make a regular business of it, nor that they should spend much time when there; for the call, the bow,



the kindly expression and the patronizing look would be sufficient. It would be no derogation from their dignity, and they ought not to think it any condescension. There would be no demand on their pockets, and they would find it the best economy. It would be a cheap and pleasant way of doing good ; for it certainly would be doing great good ; and in a few years they might find some whom they had thus visited and spoken to, when little urchins in the free school, standing high in one or another of the learned professions, who, but for that encouragement, would still be following the plow or doing something else that was a great deal worse.

When the writer was a boy or half grown youth, ignorant, bashful, and, as yet unaspiring, without any manly purpose or definite object in view, just sent off to a boarding school, there came along an old preacher of high standing in the country, on his way to the General Assembly, and traveling in his double gig. He got his dinner and his horse fed at my boarding house ; and, when taking leave, as I happened to be the last, he held me by the hand for a minute, and, looking me in the face very kindly, said, " Well now, my young friend, remember that the way to rise to a high station, is to behave well in a low one." Such attention was very grateful to my feelings, and the advice made a salutary impression on my mind which has been as enduring as time. Let others go and do likewise.

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### A GOOD HINT.

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Said a preacher, "When I was young, I thought it was the thunder that killed the people ; but when I grew wiser, I discovered that it was the lightning, so I determined to thunder less and to lightning more." A good hint to the preachers.

What sense is there in making such a noise ? We have given our full share of thunder in days which are past. Young preachers are apt to do so, because they fear that they can do nothing better. They will not pause, lest they should run out of matter, and become quiet as the serene heavens, when without a cloud. First of all, let them give themselves to reading and to study ; let them write down their thoughts ; surcharge the clouds well with electricity,—and they will come down like rain upon the fields newly mown, and like showers that water the earth.

Be patient, and wait upon your subject and you will not fail to speak to the edification of your hearers. If there is electricity in the cloud and the conditions of the atmosphere are favorable, it will be seen.— Sometimes it will flash momentarily like an autumnal cloud in the evening, and again it will shine from the east even to the west, and when a powerful streak, "far splendoring the gloomy realms of night" shall be evolved, the thunder will follow.

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The foundation of domestic happiness is faith in the virtue of woman ; the foundation of all political happiness is confidence in the integrity of man ; and the foundation of all happiness, temporal and eternal, is reliance on the goodness of God.

## MONOTONY OF SCHOOL EXERCISES.

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All teachers have felt the creeping shade of depression and enervation which naturally results from a regular order of exercises in the school-room. The teacher is not the only sharer of this incubus of monotony; the same is both felt and acted in the person and spirit of the pupil.—This is the rock upon which so many of the craft are ruined. This with that other, and not less dispiriting cause, the departure of a class of mind that held the front rank in the school-room, upon whose characters the teacher has given the last stroke of his skill, ere crossing the threshold to struggle in life's battle. With them too often goes the life, the energy and the courage of the teacher. Having smoothed the rough boards of their minds, and fitted them for their position in the social fabric, he feels disheartened as a new supply of the rough material rolls itself up before him for the same care, handiwork, and burnishing process as before.

The mind, upon which any one of these so operates as to discourage and unfit it for labor, needs to look well to the nature of things and see if there is not a remedy for this evil, which loses to the profession many of the noblest and most careful of workmen. We think that the cause lies in the fact of keeping within the narrow limits of instruction, and not enriching and amassing intellectual wealth—current truth is connected with every branch we teach—to be imparted as freely as obtained. In so doing, we invigorate our own thoughts, keep in constant expectancy the minds of those we instruct, and dispel wholly that appalling cloud of monotony, so begrimed with gloom and despair. Every task should be made a living embodiment, a real life, created anew stripped of formality and dull verbiage. To effect this, the teacher must be an eclectic, a gleaner, a kaleidoscope, turning up new shapes and beauties at all hours of the day. Let us do this and the flickering shadows of monotony will be lifted, and an intellectual sunlight will be felt reciprocally by both teacher and pupil.—*New York Teacher.*

## DISTINCTIONS AT SCHOOL.

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Will you allow me to speak a few words on the subject of parents prejudicing their children against their associates at school? If they only knew the trouble and perplexity that a word from the parent gives a teacher, the strifes and contentions it raises, the lasting bitterness of feeling it engenders between the children, I am sure they would not kiss their dear little ones and send them to the school house with "now, mind, you must not play with such and such children, for they are naughty, romping, careless girls or boys," as the case may be. Where the rich and poor are obliged to mingle together in the common school, it is out of the question to class them separately; you may separate them out of school, but in the school room it is impossible. And recollect too, that at some future time the tables may be turned; stranger things have happened, and may again. I have often been considerably troubled in the management of a school from just such causes as the one above named, and protest against such unnecessary solicitude on the part of parents and guardians.—*An Old Teacher.*



## A LADDER WITH TWENTY-FOUR ROUNDS.

An English duke walking in his garden one day, saw a Latin copy of a great work on Mathematics lying on the grass, and thinking it had been brought from his library, called some one to carry it back.

"It belongs to me, sir," said the gardener's son, stepping up.

"Yours!" cried the duke. "Do you understand geometry and Latin?"

"I know a little of them," answered the lad, modestly.

The duke having a taste for the sciences, began to talk with the young student, and was astonished at the clearness and intelligence of his answers.

"But how came you to know so much?" asked the duke.

"One of the servants taught me to read," answered the lad. "One does not need to know anything more than *the twenty four letters* in order to learn everything else one wishes." But the gentleman wanted to know more about it. "After I learned to read," said the boy, "the masons came to work on your house. I noticed the architect used a rule and compass, and made a great many calculations. 'What was the meaning and use of that?' I asked, and they told me there was a science called arithmetic. I bought an arithmetic and studied it through. They then told me there was another science called geometry. I bought the books and learned geometry. Then I found better books about the two sciences in Latin. I bought a dictionary and learned Latin. I heard there were still better ones in French. I got a dictionary and learned French. It seems to me we may learn everything when we know the twenty-four letters of the alphabet."

They are, in fact, the ladder to every science. But how many boys are content to waste their time at the first two or three rounds, with out pluck or perseverance to climb higher. Up, up, up, if you want to know more, and see clearer, and take a high post of usefulness in the world. And if you are a poor boy, and need a little friendly encouragement to help you on, be sure, if you have a *will* to climb, you will find the way, just as the gardener's son found it afterwards in the Duke of Argyle, under whose patronage he pursued his studies, and became a distinguished mathematician. Stone's Mathematical Dictionary—for Stone was this young gardener's name—was a celebrated book published in London some years ago.

## SQUARING WORDS.

This is becoming an evening's amusement. It is a fine exercise. A writer in "Notes and Queries" having squared queen and crimea challenges the world to furnish any other solution for either than these:

Q U E E N	C R I M E A
U S A G E	R E M A N D
E A S E S	I M A G E D
E G E S T	M A G P I E
N E S T S	E N E I D S
	A D D E S T

We will print any other answers to the challenge. We also suggest the word means as one to be squared in the same way.

## Common School Department.

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*Suggestions to different local officers, by Rev. C. H. Wiley, Superintendent, for the State.*

**CHAIRMEN :** The usefulness of the office of chairman of the Board of county Superintendents has been much enhanced by a number of Acts of Assembly passed the last few years. Among these I would call the special attention of chairmen to one authorising their Boards to employ them to visit all the School Districts in their respective Counties.

The Superintendents of a number of Counties have never yet availed themselves of the privilege of this important Law—and I would respectfully urge the Chairmen in these Counties to act in the matter as soon as possible.

Such visitations are productive of many important and lasting advantages ; in fact a tour of inspection of this kind intelligently and properly performed will produce results that cannot be over-estimated.

The advantages of such a course become more apparent if we remember the strong and lasting impressions produced on the minds of the young by the presence of strangers of distinction or official position in the school room—and when we consider, also, the fact that such a course is calculated to make the most indifferent teacher feel, in a very sensible manner, that the eyes of his superiors are on him, and that the character of his government will be made to speak for itself.

Besides this, the District Committees are greatly encouraged by such visits—neighborhood difficulties can be better understood, and more easily settled, and a feeling of confidence is established between the chairman and his subordinates, and the people generally.

But to all these advantages must be added the most important consideration that in this way the chairman acquires information assential to his usefulness and to that of the Board whose chairman he is.

He sees for himself the situation of things in every District—he learns the Geographical peculiarities of each, and their moral, intellectual and social characteristics. He ascertains, the character of each school house ; and he should prepare a description of these houses, and of their furniture and apparatus for the use of his Board, and for reference by his successors in office, as well as for a report to the General Superintendent.

For these reasons and many others which need not be mentioned, I must press this matter on the attention of Chairmen ; and I hope that before the close of another year steps will be taken to insure a tour of inspection in all those counties whose Districts have not yet been visited officially under the authority of the Act referred to.



In this connection I would, also, remind every Board of County <sup>2. County Maps.</sup> Superintendents of the indispensable utility of a map of its County, with the School Districts marked upon it as they are now arranged.

One chief duty of the Board is to see to the proper arrangement of the Districts; and how can this be faithfully and intelligently performed without a map? I would, with all kindness and respect enquire if the Board, in any County without a map, knows what is the real condition of the County with respect to Districts?

It is a matter of vital importance that the Districts should be conveniently arranged—and that there should be the fewest possible changes of this arrangement permitted, while the effect of every change upon the whole plan of the County should be understood and marked.

Now what is the real state of things in many Counties?

Changes have been made from year to year until the original plan is entirely destroyed—these alterations have not been made on any system and have often been inconsistent with each other—many of the changes have not been recorded, and others are recorded in a way that conveys a very imperfect idea of what has been done, and now no man in the County could trace out the tangled net-work of Districts of undefined boundaries, and of all shapes and sizes—

In such places the Boards feel the inconveniences of their situation, and the detriment to the public interest; but the difficulties in the way of a reformation seem so great that they resort to temporary shifts, putting off the labor of a general over-hauling to some indefinite future, and thus year by year, and month by month only adding to the perplexities in the way of those who shall finally undertake a reform.

Now the Boards should, every where, at once examine and see if they know what is the exact state of things with respect to the Districts of their respective Counties; and if they do not, they should immediately take steps to furnish themselves with this most necessary knowledge.

The most important movement in this direction is to employ some competent person to construct from surveys, records, and other information, a map of the County, with the Districts as originally laid off, and as they are now arranged, marking old and new lines with different colors; and in all future meetings of the Board this map should be before it. Every new alteration in the Districts should be marked on it, and also recorded by the clerk of the Board; and thus, in this, the most important branch of their business, the Superintendents would be enabled to act judiciously, and on a systematic and consistent plan.

In all cases where maps are made copies should be sent to the General Superintendent, with the date of their construction marked on them.

It would be a great convenience to chairmen if they would all adopt <sup>3. Filing Documents</sup> some simple plan for the preservation of the documents sent to them from time to time from this office. In fact, it is a duty thus to act—for these documents being mostly official, are intended for the use of the *office* of chairman, and should be kept in it, and accessible to his successors.

It would not be difficult to keep on separate files the circulars which are periodically issued—and among these none are more important than those addressed to the Examining Committees through the chairman.

All the suggestions and recommendations of these annual letters are intended to constitute one system ; and thus the contents of each new one may have some reference to matters which have been discussed before. These circulars could be preserved between the lids of an old Atlas, or in covers made for the purpose of paste-board or leather, and properly labeled—and all other documents, except blanks, might be preserved in a similar way. The blanks should be kept to themselves—and it would be easy to have constructed a very cheap desk, or box, with separate apartments for each kind of blank.

These apparently little things are important. Men are often deterred from performing some necessary act because it is very troublesome to find the papers in relation to it—and careless habits and omissions of duty are not unfrequently the result of a careless way of keeping papers. Besides, where changes occur in the office of chairman the new incumbents should have before them the means of informing themselves in regard to the duties of their stations. Such persons, if without previous experience in connection with our Common School System, and if disposed to make themselves useful, have to apply to the General Superintendent for instructions ; but that officer cannot, without immense labor, and in replies too long to be read in manuscript, furnish such applicants with a full history of the past, a sketch of the spirit or genius of the System, and an account of the traditions, precedents and decisions in relation to the different local offices, and the duties of their incumbents.

And still such information is necessary to enable a new chairman to enter fully into the spirit of his station ; and it is only to be obtained in those offices where the laws, records, and official documents have been faithfully and properly kept. This is a primary, a fundamental duty of every officer—for thus only can the office be made to have a memory of the present and past for the benefit of the future and without such memory how can we make regular and permanent progress in any business or undertaking ?

*Copy of a Letter from Superintendent of Common Schools to a Teacher in Cleveland County.*

GREENSBORO', N. C., Sept. 14th, 1860.

*Dear Sir :*—Your favor of the 4th inst., mailed the 10th, is just to hand, and I hasten to reply, giving my answers to your questions in the order in which they are stated.

For the sake of brevity I will not quote the passages of the School Laws on which my opinions are based, especially as such references and quotations are not necessary. You have the Laws before you, and your object is to know *my* views in relation to certain provisions. I will, then, at once, and as briefly as I can, furnish those views, first stating your questions :

*Question 1.* Are School Committeemen (District Committees) allowed, for any purpose, to receive into their hands any of the School Fund ?”

*Answer.* They are not. They are in no sense financial agents, and



with our present arrangements, to allow them to act as such would cause infinite confusion. Every system must have receiving and disbursing agencies—and these must be kept distinct from those whose business it is to make contracts requiring expenditure, and to draw for their payment.

To allow the Treasurer of a system to make contracts involving outlays of the funds in his hands, on his own discretion, and to pay them out on these contracts, subject to no supervision, is about equivalent to giving him the funds in hand for his own use.

*Ques.* 2. "If a District Committee employ a teacher who has no certificate, is it responsible to him for his wages?"

*Ans.* Certainly. A teacher without a certificate cannot draw public money; but this cannot possibly release the Committee from its clear obligations.

When a Committee employs a teacher, it really agrees to see him paid, and to it the teacher looks. If the Committee can pay him by an order on the Chairman, it is released from private responsibility; if it cannot, either because there is nothing due the District, or because the teacher has not a legal certificate, it is the Committee's loss.

*Ques.* 3. When it is necessary to have a job done, is the committee compelled to let it publicly to the lowest bidder, or may it make the contract privately?"

*Ans.* This is a matter for the discretion of the Committee, they, in all cases, consulting the best interests of the schools.

*Ques.* 4. Is the Chairman of the Board of Superintendents obliged to pay *any* draft signed by the District Committee?"

*Ans.* By no means. The duties of committees are specified; and the chairman, at his peril, must see to it that the expenses incurred by the Committee are within the sphere of their authority.

For his protection, and to prevent frauds, committees are required always to state the items of the account for which they draw; that is, the cause of the outlay, and the items of the account.

*Ques.* 5. "Can free white persons, over 21 years old, legally attend the Common Schools?"

*Ans.* They cannot.\*

*Ques.* 6. "Are pupils confined to the Schools in their own Districts?"

*Ans.* Certainly they are, except in certain specified cases.

This is the object in having Districts at all, with fixed boundaries; and if this were not so, there would be endless confusion and difficulty.

It may, however, be necessary to the public convenience, or to prevent individual injury, that children sometimes be permitted to attend school out of their own District—and the Law has made provisions for such cases. *See Pamphlet of Laws, edition of 1857, page 6. sect. 16, latter clause.*

The Committee, for pay, may receive a pupil or pupils from another District, when not to the injury of their own school—and two mem-

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\* As the language of the Law on this subject is a little ambiguous in one place, I will, if spared, give my reasons for the above opinions in the next No. of the *Journal of Education*.

bers of the Board of Superintendents may grant such permission, without pay.

In the latter case the children must be numbered in the District where they go to school.

*Ques. 7.* "Can families, living on the line of two Districts, send to the schools in both?"

*Ans.* They cannot. They must be numbered in one or the other of the Districts, and not in both, and confined to this one; that is, they can send only to its school, until transferred to the other District. Such families may be liable to be transferred from one District to another; but they must be confined to one District each year.

Thus, my Dear Sir, I have, as briefly and as plainly as possible, answered your various questions—and I will add, that I have done it with much pleasure, knowing your object is to obtain and to reflect light.

You are inquisitive for your own improvement, as I can easily perceive, and also for the public benefit; and I trust that the brevity and plainness of my replies will enable you to use them to advantage in the community where you are industriously laboring.

You deserve credit for aiding in getting up Teachers' Associations in several counties—and I, also, commend you for your excellent example as a teacher in classifying your pupils, compelling all who are pursuing the same studies to use like text-books.

And now, without intending to flatter you in the least, I feel forcibly called on to make a single reflection. Suppose we had in each county just *one* teacher industriously laboring with the four-fold purpose, animating you, of self-improvement, of getting up Teachers' Associations, of diffusing information among the people, and of teaching a good school, what an amount of good would soon be accomplished!

With sincere respect,

I am your friend and obedient servant,

C. H. WILEY.

To MR. R. M. SHERRILL, of Cleaveland county, N. C.

*Silent and noisy Schools—official opinion of Gen. Superintendent as to their relative advantages. Copy of part of a letter dated Sep. 1, 1860.*

"You desire to know my opinion in regard to the relative advantages of silent schools, and those in which the children study, or rather *go over* their lessons aloud—and you say you will be satisfied with my opinion without the reasons on which it is founded."

I have long had very decided views on this subject, and the reasons for them are perfectly satisfactory to my own mind.

I do not know of any advantage in a "noisy" school but one—and that is, that it makes the time less tedious to small children.

But if this one advantage is to be allowed to outweigh all the disadvantages of a system, then it would be still better to have a singing school only, with short lessons, frequent intermissions, and a general romp now and then in the school house.



It is a great mistake to suppose that any person, old or young, can \*study best aloud. Some can *count* better in this way—but as to studying, the youngest children, even infants, when trying to master an idea instinctively become silent. And not to go farther into the subject, I will conclude by saying that there are two radical reasons for not permitting a student to go over his lesson aloud, when getting it, to wit: 1st. Because he can't study himself in this way—and 2ndly, because he hinders others. With much respect, I am truly yours,

C. H. WILEY.

R. A. FREEMAN, ESQ., Henderson Co., North Carolina:

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\*Some can command their thoughts best when humming or whistling—but this is a very different thing from singing out our studies. When men study thus, they are not humming or whistling out their thoughts.

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TRAINING.—Francis Quarles, an old writer who lived in the days of Charles the First, says to parents: "Be very vigilant over thy child in the April of his understanding, lest the frost of May nip his blossoms. While he is a tender twig, straighten him; whilst he is a new vessel, season him; such as thou makest him, such commonly shalt thou find him. Let his first lesson be obedience, and his second shall be what thou wilt. Give him education in good letters to the utmost of thy ability and capacity. Season his youth with the love of his Creator, and make the fear of his God the beginning of knowledge. If he have an active spirit, rather rectify than curb it; but reckon idleness among his chiefest faults. As his judgment ripens, observe his inclination, and tender him a calling that shall not cross it. Forced marriages and callings seldom prosper. Show him both the mow and the plow; and prepare him as well for the danger of the skirmish, as possess him with the honor of the prize."

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A pedagogue had two pupils Dick and Tom. To one he was very partial, and to the other very severe. One morning it happened that both were late, and were called to account for it. "You must have heard the bell, boys—why did you not come?" "Pleass, Sir," said his favorite, "I was dreamin' that I was going to Margit'e and I thought the school bell was the steamboat bell that I was goin' in."—"Very well, Sir" (glad of any pretext to excuse his favorite); "and now, Sir" (turning to the other), "what have you to say?" Please, Sir," said the puzzled boy' "I—I was waiting to see Tom off."

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#### A RIDDLE.

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Me the contented man desires;  
 The poor man has, the rich requires;  
 The miser gives, the spendthrift saves,  
 And all must carry to their graves.

## Resident Editor's Department.

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STATE EDUCATIONAL ASSOCIATION OF NORTH CAROLINA.—The next annual Meeting of this Association will be held in Wilmington, the Session beginning at seven o'clock P. M., on Tuesday the 13th of November.

As usual the delegates will be passed over the various Rail-roads of the State for half fare, and will be hospitably entertained at the place of meeting.

The Committee authorized to determine the time and place of meeting have felt bound to call the next Session as far South as the facilities for Rail-road travel would permit; and this consideration, and the excitement preceding the presidential election are the reasons for fixing the time so late in the year.

<i>Executive Committee.</i>	{	C. H. WILEY,
		<i>Sup. Com. Schools of N. C.</i>
	{	J. D. CAMPBELL,
		<i>Recording Secretary.</i>
	{	C. C. COLE,
		<i>Corresponding Secretary.</i>

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LET ALL BE PRESENT.—As time and place, for the meeting of our State Educational Association, have now been fixed, as shown in the card of the Executive Committee, published above, let all the teachers and friends of education, who can possibly do so, make their arrangements to attend. Many subjects, of vital importance to the educational interests of our State, will be presented to the Association, for discussion and such action as the teachers present may think most calculated to do good. And since the decisions of a large body of teachers, assembled under such circumstances, must exert an influence on the cause of education throughout the whole State, it is important that all parts of the State should be represented.

The time has been arranged, this year, to meet the wishes of a large number of teachers, whose schools were about closing, or commencing, at the time we have usually met; and we hope that all such will be present. Almost all of the schools will have been at work for several months, and a few days of rest will be beneficial to both teacher and pupils. The teacher will return from the meeting refreshed and will resume his work with so much energy and zeal, that the time lost, if it is right to call it lost, will very soon be more than regained.

When there are two, or more, teachers in the same school, if they do not wish to suspend the exercises altogether, one of them at least should represent the school, in the meeting. The convenience of those



school officers who are farmers, was also consulted, in arranging the time of meeting; and since it is no less important that they should attend, we hope to see a large number of them there. Our common schools cannot advance rapidly unless the county officers manifest a lively interest in the cause. We fear that very few of them realize the importance of the trust reposed in them. Each County Chairman should feel that he stands in the same relation, to the schools of his County, that the General Superintendent sustains, to the schools of the whole State; and that his responsibility is just as great, in proportion to the the extent of territory committed to his care.

As to the place selected, we would say that the committee thought it proper that the present meeting of the Association should be as far south as railroad facilities would permit, in order to accommodate a portion of the State in which we have not heretofore met. We hope, however, that all sections will be fully represented, as it is but one day's travel for any one, after reaching a railroad.

A few weeks earlier would have been preferred, had not other meetings interfered. The 13th of November seems, therefore, to be the most suitable time; and we feel sure that all will return home well pleased with Wilmington.

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THE GREAT WANT OF OUR COMMON SCHOOLS.—A subscriber, an officer of the common schools in Davie County, in writing to us, expresses the opinion that "the great want of the common schools, in his county at least, is *more money*." While he is disposed to encourage us in our efforts to improve the system and advance the cause, in other respects, he thinks that we can accomplish but little until we devise some plan for increasing the school fund.

We would gladly aid our friend in carrying out any plan by which this desirable end could be attained; and we hope that he, or some one else, will suggest some means by which the general fund may be increased. Double the amount now distributed would not, we think, be more than sufficient to accomplish the object aimed at by our common school system.

Can we not, however, do something to remedy this evil, without waiting to find the ways and means to augment the general fund? Can not each county raise a little more by taxation? Or, should there not be educational spirit enough to allow that, can not each friend of the cause, who feels that his district needs more money to keep the school supplied with a good teacher, begin at home and induce his neighbors to unite with him in raising a sufficient amount by voluntary contributions.

We think this plan will work to the satisfaction of all who will give it a fair trial. We know at least one district in which it seems to be successful. The committee employ a teacher, for ten months in the year, at a liberal salary; and after using the amount due the district from the school fund, they collect, from those interested in the school, enough to pay the remainder of the salary. The result is, they have an excellent teacher who knows that he is permanently employed, so long as he proves himself worthy of their confidence; and therefore he

feels a greater interest in the progress of those committed to his care ; their children are well educated ; and the common school accomplishes, with a small contribution from each one, in proportion to his ability, all that could be desired.

We suggest to our friend, who evidently desires to have a good school, to give this plan a trial, in his district. But be sure to employ a good teacher, whatever may be the cost. It will prove to be economy in the end ; as he will give you in return a better equivalent for what he receives.

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A JUST CRITICISM. The *Washington Dispatch*, in noticing a recent number of the *Journal*, commends the articles that it contains as good, but regrets to find so many of them *selected* ; knowing that we have so many educators in the State who can write well and who ought to contribute to its pages.

The present number will be found mostly *original*, but we will not venture to decide how the articles compare, in merit, with those that we have usually selected, when our friends have failed to furnish contributions.

We hope to be able to present our readers with more original matter hereafter, as we have several new contributors and some of our old ones promise to do better.

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### BOOK TABLE.

ELEMENTS OF MORAL SCIENCE.—P. R. Leatherman, of Woodville, Miss. pp. 414. Philadelphia : James Challen & Son.

This book strikes us as rather an extemporary production. The author's reading does not appear to have been extensive, nor his study of the subject very profound. While there is much in this little treatise that we admire and approve, (especially chapter 10, "The duties of servants—slavery." This chapter is an excellent resumé of the scripture view of slavery, and will probably add much to the demand for the book in the South,) yet as a work of moral science, we think it radically unsound and cannot therefore endorse or recommend it. The very first page of the book affirms that "all the moral law with which we are acquainted, and which we are under any obligation to obey, must proceed from the Holy Scriptures." On page 22 he says "The moral law condemns or excuses us, according to our *actions*." This emphasis is his own, and in the argument that follows, he evidently exempts our *dispositions* and *desires* from the category of *actions*, and expressly affirms that "every evil desire that enters a man's mind cannot be charged against him as a crime," "no man is, perhaps, so pure that unrighteous desires never enter his mind." This is certainly a strange position to take in laying down and explaining the elements of morality. The author refers all our notions of the moral quality of actions to the effect of education, and denies that the notion of right and wrong is at all instinctive. He says that "Adam and Eve were created without a knowledge of good and evil," by which he understands *distinctions between right and wrong*. "Our notion of the moral quality of actions is not derived from any instinctive impulse, it does not naturally arise from



reflecting on actions which we see performed : but it is purely the effect of education ; and man would not to this day have known whether an act was right or wrong, if he had never eaten the fruit "of the tree of the knowledge of good and evil." The whole argument to maintain this view of conscience is superficial and fallacious. The very argument proceeds upon the falsehood of its own premises. If Adam and Eve had no knowledge of right and wrong—no power to distinguish between good and evil, until after they had actually sinned, how could they sin at all? How could they be conscious of obligation, of responsibility to God himself, of the duty of obedience to his will? The very law of God implied and addressed his sense of right and wrong—his conscience. The author's third chapter, is entitled "Conscience." He gives what he calls the common idea of conscience. This definition which he undertakes to refute is a mere man of straw. No intelligent writer on moral science would ever recognize it as that element of human nature to which has been appropriated the name of *conscience*. He argues that generosity, fidelity, and their contraries—truth, falsehood, suicide, murder, &c., &c., are all naturally alike to the natural man,—the difference is the result of education. In chapter 6., on "moral obligation," he attempts, as Paley did, to answer the question, "Why am I obliged to do so and so?" and to define the word "obliged." "A man is obliged to perform an action when he is urged by a violent motive resulting from the command of another, and has no right to refuse." What empty tautology! In chapter 7. "The will of God—natural religion considered"—he denies that the works of God reveal anything of the character or will of God. "There is nothing in the physical organization of man which proves God's design for him to be happy on earth." This is affirmed further of the entire providential dealings of God. The author quotes a number of scripture passages on this point not one of which sustains him. He has strangely omitted such as Romans 1: 19-20.—2: 12-15. The whole Treatise is divided into three books :—*Moral Obligations, The Bible and our Duties, Government*. Our critique has been confined to the first book exclusively. Such unsound and dangerous principles, however, must poison a treatise on moral science and therefore, as such, we condemn and disapprove it.

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HARPER'S NEW MONTHLY MAGAZINE, for October is on our table. This excellent monthly is always punctual in making its appearance, and everywhere meets a welcome reception.

No other Magazine furnishes the same amount and variety of matter, with so many fine illustrations, for the small sum of \$3. per annum, for which sum we furnish both *Harper and the Journal*

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THE ECLECTIC MAGAZINE, of Foreign Literature, for October. In the *Eclectic* we always find truly the *choice* articles from all Foreign Periodicals. For \$5. you may receive what is almost equivalent to all the Foreign Reviews and Magazines, and if you send the money to us, the *Journal* also.

**THE FIRST LESSONS IN LATIN:** A Series of Exercises, Analytical, and Synthetical in Latin Syntax. By N. C. Brooks, LL.D. New York: A. S. Barnes & Burr.

This little book professes to give "all the leading principles of Latin grammar," each illustrated by exercises. The exercises are simple, and, so far as we can judge without having given it a trial as a text book, well suited to the wants of young beginners.

The most striking new feature that we observe in the work, is the number of modern names that occur in the exercises, which will prove serviceable to those writing Latin compositions.

**A MAN.** By Rev. J. D. Bell. Philadelphia: James Challen & Son, pp 462. Cloth, \$1.25.

The book consists of two Parts. Part I. treats of: Representative invalids; the senses; the student; the intellectual side of love; the thinker; conversation; wit and laughter; tears. Part II—Aspiration; genius; the discoverer; the inventor; the writer; the three inspirations.

Man is discussed as a physical, moral and intellectual being. The various characters, in which he is viewed, are illustrated by well known historical examples, which adds much to the interest of the book.

**PROGRESSIVE HIGHER ARITHMETIC,** for Schools, Academies, Merchantile Colleges; combining the Analytic and Synthetic methods; and forming a complete treatise on Arithmetical Science and its commercial and business relations. By Horatio N. Robinson, L. L. D. New York: Ivison, Phinney & Co.

This work of 432 pages besides giving a comprehensive view of the Science of numbers, contains much valuable information in regard to the government standard units &c. It will be found a useful companion in the counting room, the bank, the insurance and broker's office, and in short, in all places of business.

**ECHOES OF EUROPE;** or Word Pictures of Travel. By E. K. Washington. Philadelphia: James Challen & Son.

This is an interesting work, containing graphic descriptions of all the prominent objects and scenes of present and past interest in the historical portion of Europe; and to those who have not the means, or the time at command, to make the Tour of Europe, it will be valuable, as it furnishes them with a truthful description of all places of interest found therein, and as a hand-book to visitors of incalculable benefit. To the general reader it possesses much interest.

The reader unconsciously accompanies the author, and with him, lands at Havre, visits Rouen, Paris, Versailles, Geneva, Chamouni, crosses the Sea of Ice, ascends Mount Blanc nine thousand feet, visits the Castle of Chillon, Berne, Freiberg, Wengern Alps, the Great Scheideck, Lake Lucerne, ascends Mount Righi, explores the Castle of Unoth, Strasbourg, Baden-Baden, Heidelberg, Frankfort-on-the-Main, Wiesbaden, Mayence, the Rhine, Cologne, Brussels, the Battle Ground of Waterloo, Antwerp, and thence to London, Edinburg, Stirling, Aberdeen, Inverness, Culloden Moor, Glasgow, Belfast, Giant's Cause-



way, Enniskillen, Limerick, Killarney, Cork, Dublin, Wales, Liverpool, Chester, Stratford-on-Avon, Kenilworth, Oxford, then again to the Continent, Amsterdam, Berlin, Dresden, the Green Vaults, Prague, Vienna, Trieste, Adelsberg, Venice, its Ducal Palace, Churches, Dungeons; Verona, Lombardy, Milan, Geneva, Tuscany, Pisa, Florence, Central Italy, the Apennines; Rome, with brilliant descriptions of the Forum, the Coliseum, Palatine Hill, Palaces, Churches, Ruins of Temples, Catacombs, Vatican Palace, Paintings, Library, Ancient Cemeteries, the Pope, High Mass at St. Peter's, the Carnival, &c., &c.; thence to Naples; Herculaneum, into the Subterranean City of which it enters; Pompeii; ascends Mount Vesuvius, describes the Ruins of Pæstum, Tomb of Virgil, thence to Lyons, Marseilles, Nîmes, &c., &c.

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EUROPEAN LIFE, LEGEND AND LANDSCAPE, By an *Artist*, Philadelphia: J. Challen & Son.

This little book of sketches of a tour through those parts of Europe that contain the most attractions for the artist or the poet, would be much relished by any one of similar tastes.

It contains some truly interesting reminiscences of celebrated artists and the authors' opinions of some of their noted works of art. The descriptions of the most striking landscapes are in good taste; and the annoyances of the traveller are portrayed with some humor.

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IN AND AROUND STAMBOUL, By Mrs Edmund Hornby. Philadelphia James Challen & Son.

A neatly gotten up, well written book of letters, from various points, in the south of Europe, embracing a period of several years, beginning with 1855.

An intelligent energetic, persevering English lady sees all that is worth seeing, when she is travelling; and while they do not all write as well as they walk, Mrs Hornby is by no means deficient as a writer. The familiar, epistolary style, in which she relates the incidents, describes the scenes, and portrays the impressions made by the various, interesting objects around her, adds life to the book and enables the reader to enter more fully into the feelings of the author.

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WILLARDS SCHOOL HISTORY OF THE UNITED STATES, New and enlarged edition. New York: A. S. Barnes & Burr.

Mrs. Willard's School Histories are extensively used in all parts of our country, and are so well known that we need say nothing of their merits, as text books for the young student of History. The present edition of the History of the U. States, brings the history of our country down to the close of the year 1859. The concluding chapter is devoted to the history of the Harper's Ferry invasion.

We think it a good idea to include the Constitution of the U. S. in a School History of our country, that it may be studied by all the youth of the land. May they not only study it, but ever strive to obey and support it, as the only safeguard of the rich inheritance bequeathed to us by our noble ancestors.

# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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## EDUCATION OF THE AMERICAN FARMER OR PLANTER.

BY E. EMMONS.

There are many questions which are fully answered when the objects to which they relate are well understood ; or if the assertion is too broad, we are at least safe in saying that the way for their solution is then fairly opened. But if the true object sought is not apprehended, or only dimly seen, then the chance that we shall obtain a true answer is extremely small.

It may seem paradoxical, it is true, for a person to put an enquiry without knowing himself its true objects, yet, this is often the case, and especially so on those questions which relate to education. If then, the question should be put, what is the best plan of education for the American farmer or planter ? we say, determine first what the objects of an education are, and then you are in a fair way of answering the question correctly. All are agreed on one point, that the standard of education ought to be raised, but there is a disagreement upon the plan ; or how it can be accomplished ; and also, what branches should be taught. One party says, that farmers or planters ought *not* to be educated at our Colleges and Universities, because they do not specifically fit young men for their spheres of action, or they are not adapted to meet their wants. It seems to us however, that the party who thus reason, or who make these assertions, labor under a misapprehension of the objects of education in at least three respects ; 1. They misapprehend the design of an academical course of study. 2. They do not clearly see the wants of the pupil. 3. They do not have a correct understanding of the objects of education in general. Now, we take this position, that the young man who designs to be an agriculturist may be thoroughly and properly educated at our colleges and Universities, as they are now organised ; or, if they are not in every respect, adapted to meet his wants, they require only a slight change in their arrangements. But let us be understood : we do not take the ground that an agricultural college fitted up for the express purpose of giving an agricultural education in its own sphere, would be useless ; but, that a course of study such as is pursued in our colleges is far better, and superior in its adaptations to the wants of the planter



and the general interests of this population. We have three reasons for this opinion: 1. The college course of study furnishes more ample means to the pupil, by which he is prepared to educate himself: 2. It supplies his wants, and, 3. The objects of education are thereby answered.

These reasons it may be said, run into each other, and so they do; still, each one implies something which the other does not. We shall however, treat them as one under different forms of expression. One remark we would make in this place, that many persons claim to be educated, when they have finished their academical course. It is a natural, though a very sad mistake. There is scarcely anything farther from the truth. It is true, that if a man is educated at all, he is self educated, whether it be at a college or studying by the flickering light of pitch pine knots; it is always a self education as far as it goes.

To proceed; what does a college course of study do for the pupil, or what is it intended to do? It puts tools into his hands to work with; or if this is too figurative an expression, or answer, we add, that it puts principles into his head for the guidance of his talents. To be more particular still,—does he study Latin and Greek? it is not, that he may talk Latin or Greek, or even read it in after life; but to learn the construction of language, and the different ways it may be used to persuade and influence men. Does he study mathematics? it is not that he may become a practical mathematician, and spend his days in solving the hard problems of the science; but that he may know the power of numbers and signs in demonstrating truth in general; that he may acquire a control over the faculty of attention,—over a train of thought, and call in their true succession, the ideas which link together the demonstration of a proposition, or truth, which is to be evolved by a chain of reasoning. Does he study chemistry and natural history? it is not that he may spend his life in the laboratory, working in acids and alkalies; but that he may know the principles which control the composition and decomposition of bodies—the characters which distinguish them, and the uses they serve in the economy of nature. Does he study astronomy? it is not that he may become a practical astronomer, and spend his days in viewing the phases of the stars, or in measuring their distances from the earth,—but that his mind may be enlarged in attempting to comprehend the greatness of the firmament—the vastness of the starry system and the power and goodness of the *Creator*. But though we say and believe that it is not the design of the plan of a college study to make either of these characters, yet it is possible to make one or all, an astronomer, mathematician, chemist or naturalist. We have not however finished what we have to say of the objects of an academical course of study. Does he study logic? it is not that he may spend his life in disputation; but to acquaint himself with the relations of antecedent and consequent—with the mode in which fallacies may be attacked and refuted, with the methods that reason pursues in seeking truth, and with the laws that regulate its movements and give it its greatest strength and power. Does he study moral and mental philosophy? it is not that he may become a professional teacher of morals; but that he may better understand the fundamental principles of right and wrong; that he



may know better the power which knows and actuates the movements of men. Does he study political economy, or the laws of nations? it is not that he may become a politician by trade, or a jurist, or judge; but that he may better know on what principles our constitutional rights are based, by what bonds our political associations are formed and held together,—and what are the usages which are established between states and nations.

In these reasons, we may recognise several great departments of knowledge, in each of which, there are some principles that are called into action almost daily. The first kind is that of language, the great medium of intercourse between men—between states and nations; in fine, the power which controls the world. The second, is that of numbers and signs, by which the low and the high are measured, and by which the light and heavy and weighed,—ratio expressed, and time and distance, computed. The third kind relates to physics, which takes cognizance of forms, composition, characters general and specific,—the mutual or reciprocal actions and relations existing among bodies; it is related to all that administers to the physical well being of creatures in life.

The fourth relates to matter and bodies at a distance, but still that which has its practical application in navigation and geography and in fixing the position of places through which intercourse between states and nations is safely conducted.

The fifth, that which explains the relations of men in their civil and municipal capacities and explains the foundations of law and justice in governments.

The sixth, relates to mind and the spiritual part of man—that which is emphatically the *me*, the subject,—that which knows—is cause itself; the last and highest source of power; it is life, in its essence and spirit, it is that which is to live when matter has mouldered and fled to its primary elements. What nobler objects can be proposed by an Agricultural College designed only to teach the profession of farming. But we may inquire again, do our colleges meet and fulfil the wants of the farmer and planter; and what are the wants of agriculturists? Are they comprehended solely in those matters and principles which relate to the tillage of the soil?—That the tillage of the soil is one object, need not be told. But are there not also other objects which have an equal claim upon his time and attention? Yes, certainly, and they are objects which stand connected with that wide range of knowledge detailed above. He has to do with them more or less all his days, and in every relation in life. But we propose to particularize farther, that we may press home the force and power of our argument. Is he the head of a family? he is expected to be a model upon which all the eyes of the family may be profitably turned,—he buys and sells, he directs and contracts, he exercises rights where other rights must be respected, he is to conduct schemes and plans for the common good to a successful issue. For these and many more functions, he wants language to communicate—numbers to compute and reckon,—knowledge of kind, and character, value, place, relation, trade, commerce and the principles of right and wrong which ought to guide every adventure. Is he a neighbor? he is still to be the model



of excellence though in a larger and more extended sense, he advises only, but does not command, or direct—mutual rights are to be respected and maintained,—obligations are to be punctually satisfied. Is he a citizen? he has many of the same functions to fulfil, but in a still wider sphere. He has rights in common with others and he is expected to know on what principles these rights rest and should be maintained; he has rights of person—rights of property, and rights in his citizenship. These rights are set forth and embodied in a charter, termed a constitution, or charter of rights. The principles upon which some of these rights rest are self evident, in others there are complexities involving mutual, but oftentimes conflicting interests and perhaps unsettled questions. They involve questions concerning man as a spirit, as a person—a citizen and subject.—Concerning man as a governor or judge, or as an individual of the body politic,—as one of a nation of men, as a minister of good to his race, and finally, concerning *man as the representative of God on the Earth*. For the fulfilment of all these functions, it is essential that stores of knowledge should be accumulated—that the intellect and affections should be cultivated—that reason may go forth untrammelled to the work. If there is truth in these views, then those who maintain that the function, of the farmer, or planter, are bound up in the tillage of land be it little or much, degrade his station, limit his sphere of action, and belittle his destiny.

Let it not be supposed from the tenor of the foregoing remarks that it is our wish to spiritualize, in the platonic sense of the word, the pursuits of the laboring man, planter or farmer, that he may soar above the ordinary occupations of life, and live in an unprofitable meditation of abstract truth; or withdraw his mind wholly from what is visible and tangible, fixing it on fancied essences. We belong to that class who wish that realities, those things which are tangible and which are fruitful in their several spheres should contain the main objects sought for here. While, however, we would guard the mind from ancient error, we would by no means have the student pursue a course whose tendency is to impart the belief, that buying and selling is the chief good, and wealth the great object: we would still have him preserve that course which elevates the mind, which improves the intellect, and which shall lead him to regard his spiritual part, as the noblest, whose education is after all the great and main thing; and to which all else is to be made subservient. Whatever view we may take of a plan of education, if we would be true to nature, we must keep in mind the fact, that man is a compound; that he is both body and spirit, that he has compound wants, wants of the body and wants of the spirit, and especially keep in view the relative value of each. Nor should we forget that man was not created for solitary existence, but to maintain an intercourse with his fellows, and that he cannot be independent of them, or can say, that I have no need of thee—however humble his fellow's rank may be, he too is a subject of government, and law. Obedience is to be learnt as well as taught. Can it be supposed then, that too much culture can be bestowed upon the mind of man? that in view of man, as he is, and must be, is it at all probable that his advantages will under any circumstances be too great, or beyond his capacity for



improvement, so rich that they will be regarded as lavished and lost upon him?

Again, a more thorough education for those who till the ground than has hitherto been contemplated, seems especially demanded to enable them to avail themselves of the discoveries of modern science. This, however, is a position, which many are now ready to take, although, its importance cannot be so well appreciated by those who are placed upon the rich soils of our country—but those who are tilling soils already exhausted of their natural fertility, see the necessity, and would see it still better, if they could not sell or exchange their plantations or farms for the new and exuberantly rich lands of the west and south-west.

Leaving this point as it is, we remark once more, that the times and circumstances of the south require more than ever the cultivation of the minds of this great class of citizens. It was safe in the morning of our country, when oppression taught our fathers the value and price of liberty, for the husbandman and mechanic to commit most of the duties incident to office to those who by their profession were allied to a public life. But now, in this age, it appears to us, that to the owners of the soil should be committed this trust, inasmuch, as they have a paramount interest in the affairs of the state and nation. They who are withdrawn from the sinister influences of a dense city population, where the unworthy and the demagogues of the land are wont to congregate, should now stand up in the halls of legislation and justice, and at least possess themselves of so much of that power to which number entitles them. Some may sneer at the expression, but to us it is plain, that to the cultivators of the soil is committed the destinies of our country; that to them more especially is committed the duty of handing down unimpaired our institutions to posterity.

If this is true, it follows, that the intellectual faculties should receive that share of culture which their importance demands, and which is contended for in this essay. We would not by any means be understood, in these remarks, to say, that farmers are to become politicians in the odious sense of the phrase. We mean only that they should understand as much of history, of law, of legislation and of the rights as they are defined and secured by our constitution, as shall enable them to stand up by the side of our professional men, and be prepared to encounter successfully the demagogues and party hacks which in these days swarm and multiply out of all proportion to the rest of society. Who of our citizens are so well prepared to act dispassionately and rightly, as those who are located at a distance from the hot beds of party spirit in our cities, and upon a microscopic scale in our villages, as those who quietly plough their fields and gather their harvests? But ignorant men are not fit for posts of trust; it is not the mere tiller of the soil, the untutored laborer, but the enlightened workman, the educated farmer and planter to whom we would commit our great social interests; to the plain and unsophisticated, but not uninstructed sons of the soil, unskilled it may be in intrigue, but who, when they march up to duty, when they exercise their personal rights, or act in behalf of their fellow citizens, in a delegated capacity, do it without



fear though frowned upon by the scheming partizan, and the ambitious office-seeker.

To conclude, we declare that we do not care how many institutions are founded, by what name they are called, or where or by whom our young men are educated, *provided it is done*; but let not our planters and farmers deceive themselves by founding institutions, whose objects are partial, and narrow, and which leave out of view those causes of study which are necessary to fit the pupil for the discharge of the duties of a citizen of this Republic.

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## THE MYSTERY.

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In the middle of the fifteenth century, Louvain, in the Netherlands, was a flourishing university town. From the rich commercial cities all around, the wealthy burghers sent their sons to acquire at least a smattering of polite literature at the seat of learning; and many young noblemen also frequented its colleges, contributing to the prosperity, they profited little by the educational advantages offered to them by a sojourn at the university.

About one of the students there was at that time a mystery, and it may be imagined, the mysterious scholar soon became an object of interest and curiosity for his companions; the interest increasing in proportion with the duration of the mystery, the person in question acquired the reputation of being connected with the evil powers, and with holding converse with familiar demons. Some there were among the students who even undertook to furnish proofs of his having dabbled in the "black art," and went so far as to assert that Adrian had made a compact with the Evil One himself. The reader will naturally be anxious to know what it was that procured for the student so sinister and unsatisfactory a reputation. He owed it simply to the two following reasons: Adrian Florent, the son of a cloth-worker at Utretch, had the marvelous power of learning almost, as it appeared, by intuition. His progress was wonderful. His fellow-students far from being able to compete with him, were left hopelessly in the rear in the race for academic honors, and were soon content to strive for the victor's wreaths among themselves, leaving Adrian to continue his course as he would, far ahead of them. This was the first cause of his unpopularity.

"How," said these casuists of eighteen or twenty years, "could the obscure cloth-worker's son, who went abroad in a shabby jerkin and threadbare hose, and had never a broadpiece to spend at the wine house—how could he surpass them all, despite the advantages they had enjoyed in the way of early training and competent teachers, without having recourse to unhallowed means?"

"It was clearly impossible," said the united wisdom of the student world of Louvain.

The second circumstance was a more mysterious one still, and quite in accordance with the superstitious ideas of the time. Every evening as twilight fell, when the students were thinking of recreation after the fatigues of the day, Adrian would glide away from among them, and



declining all offers of companionship with a courteous but decided bearing, he would take himself away to re-appear at ten or eleven o'clock at night, most frequently with hollow cheeks and jaded eyes, in which, however there burned an unnatural fire. The object or direction of these solitary walks he would never divulge, parrying all implied hints, and positively declining to answer the direct questions of some more eager among his comrades. Once, when closely pressed, he turned haughtily upon them, and in words of withering scorn, denounced their manners in endeavoring to pry into a matter that concerned himself alone, and which he desired to keep hidden. His scorn, while it made them ashamed of themselves, roused their anger against him who had so palpably placed them in the wrong, and thus the breach between Adrian Florent and his fellow students was widened, and he wandered among them—successful beyond precedent in his studies—but a shunned, proscribed, suspected, and consequently unhappy man. Still the mystery continued.

At last they could bear uncertainty no longer; and forgetful of the reproof their curiosity had already received, a party of twelve betook themselves one night to the task of parading the city throughout its length and breadth, in the hopes of finding the mysterious student.—For two hours they walked in vain; nowhere could they find a trace of the man they sought, and as midnight approached, they were about to abandon their search in despair, when one of them suggested that St. Peter's Church had not yet been visited. The observation was, by the rest, received with a scornful laugh.

"St. Peter's Church," cried one, "by St. James, the young wizard will not have chosen so holy a place for his incantations!"

"Nay, but," persisted the first speaker, "let us at any rate try if he be there, for every other spot in Louvain have we traversed twice over."

So the students turned about and made for the fine old Church. They made a circuit of the edifice and were about to retire with a laugh at their companion, at whose suggestion they had taken so much useless trouble, when laying his hand to his lips, the young man motioned them to advance silently.

"Unless I am strangely mistaken," he whispered, "he whom we seek is sitting yonder in the light of the lamp reading."

Noiselessly they advanced on tiptoe, and there in a secluded corner of the church was the reputed necromancer, his eyes bent on a Latin volume, which he was studying so eagerly as to be utterly unconscious of their approach. For some moments the intruders stood abashed, unwilling to disturb the pale student, and fearing to retire lest the noise should discover them. Presently, however, he raised his head and saw that he had been watched. A scarlet flush mounted to the forehead of Adrian Florent, but presently recovering himself, he advanced with calm dignity toward his comrades.

"You have taken some pains, my friends, to discover my whereabouts," said he smiling; "and it is but just that I should enlighten those who have found out so much for themselves. Know, then, that in coming to the university, I had the choice of remaining a burden on my father, who is, as you may know, a poor man, or of supporting myself as best I may, by copying writings, and doing any work of that kind that I can



obtain. I chose the latter, but found it inconvenient to take much time from my studies for the supply of my necessities; therefore, instead of working at parchments to buy candles for myself, I have taken advantage of the lamp our good town council have put up here, to study night after night, and that my scheme has not been unsuccessful, I hope to prove at the next distribution of degrees."

"But, Adrian, the cold," remonstrated one of his companions; "it is enough to freeze you."

"Dear friends," he said with a smile, "the thirst for knowledge is a burning fever, which will scorch a man up unless he allays it; and the night air is scarcely felt by him in whom this fever burns. And now, friends, leave me, for I would be alone."

With glowing cheeks and downcast eyes they grasped the student's hand and retired. \* \* \* \* \*

The after-life of Adrian Florent belongs to the history of his country, The pale youth who had sat solitary under the lamp in the church porch became vice chancellor in the university, whose poorest student he had been; afterwards was made tutor, and chosen counsellor of the Emperor, Charles V.; prime minister in Spain, and finally pope, under title of Adrian VI.

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### I WILL NOT.

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"*I will not*," said a little boy stoutly as I passed along. The tone of his voice struck me.

"What won't you do?" I stopped and asked.

"That boy wants me to 'make believe' something to my mother, and I *won't*," he answered in the same stout tone.

The little boy is on the right track. That is just one of the places to say "*won't*." I hope he will stick to it. He will, I feel sure.

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Not only does the light fly from the sun with a velocity which is a million and a half times greater than the speed of a cannon ball, but it darts from every reflecting surface with a like velocity, and reaches the tender structure of the eye so gently that, as it falls upon the little curtain of nerves which is there spread to receive it, it imparts the most pleasing sensations.

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It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd, keeps with perfect sweetness the independence of solitude.

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Those real gems of thought that shine like stars in the night, were not struck out at a heat, as sparks from blacksmith's anvil are, but fashioned and polished with a patient, and a weary, and an aching head and heart.

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What word in the English language is that, not one letter of which is pronounced in giving the utterance?



## COMPARATIVE PHILOLOGY.

## NUMBER THIRTEEN.

I propose, as a subdivision of my subject, in a series of articles continued from time to time, to examine the elements, forms and phenomena of the Indo-European languages. These are the Sanskrit, the language of the Vedas and other sacred books of the Brahmins; the Zend, the tongue of the Zend Avesta and of the old Medo-Persian races; the Greek; the Latin; the Gothic, the parent of the Germanic languages, our own as well; the Lithuanian on the southeastern shores of the Baltic; the Slavonic, whence spring the Russian, Polish &c; and last, yet probably first in order, the Celtic.

The foundation of this examination must be laid in a comparison of sounds and alphabets, which under the head of Comparative Phonology is fast rising to the dignity of a separate science.

It is a pleasure to know that the fair proportions of this new subject are to be made accessible to American scholars, through the unwearied labors of B. W. Dwight, in a work which does honor to the industry, judgement and genius of the author. The great scholars of Germany have collected a vast mass of valuable material on this subject, from which I propose to call and combine such as suits my purpose. The very life of modern Philology consists in its close analysis and comparison of sounds.

Words alone, like the outward forms of animals, give strong tokens of resemblance, kindred or identity; yet, as in Comparative Anatomy, organ must be compared with organ, tissue with tissue, and function with function, so here the elements of words must enter into comparison, their organic laws of change, assimilation, and growth be demonstrated, and all their functions be deciphered, before we can come to a complete, scientific demonstration. This comparison has only been possible since the advent of Sanskrit scholarship; since that has called into life an earnest inquiry into the forms and affinities of every other tongue, as well as furnished the means thereto.

The shock, and the quickened life, given to the world morally, socially, and politically, by the discovery of America have their parallel in the discovery of this unknown linguistic world, in its influences upon the study of language.

Not the least striking fact, in connection with this quickened mental life, is, that more than 2000 years ago Sanskrit scholars had developed a complete phonetic system so exactly scientific that the highest results of modern learning are but a return to its principles. This is found in grammatical treatises attached to the Vedas dating in the 5th century before Christ. The Vaidic Skr., which was spoken in the 14th or 15th century B. C., from which period the Vaidic hymns date, ceasing as a spoken idiom, formed the sacred language of the Brahmins. And, as in the case of the Hebrew after the captivity, and of the Alexandrian Greek, they studied its forms with filial care and these treatises were prepared for the instruction of the young Brahmins.



Much labor has been expended in modern times towards furnishing a substantial basis for this science. The physical phenomena have been thoroughly examined, especially by Johannes Muller, Prof. Wheatstone, Sir John Hershell &c, while the labors of Bopp, Grimm, Lepsius, Muller and others have heaped up stores of Philological facts. Frequent reference that I shall have occasion to make to its results, render necessary a brief mention of a conference held in London in 1854, under the auspices of Chevalier Bunsen. Its object was to devise a universal alphabet, which should serve for the transcription of unwritten languages especially for the use of missionaries, as well as for transliteration from foreign characters. Suppose for instance, a missionary goes to Southern Africa among a people who have no written speech, one of his first labors must be to collect and write out the vocabulary of the tribe that he may furnish them with the written word.

It is evident that no two men will be likely to follow the same methods of orthography, and, if they are of different nations, their methods will be scarcely intelligible to each other. It is highly important that a uniform method be made use of by all, so that when a translation of the Bible is made into any Kaffir tongue it may be as intelligible to German, English or other missionaries as the common Greek.

How important this may be for philological purposes is seen in the fact, that there are at least 17 methods of transcribing Sanskrit, differing in some particulars.

The representatives of most of the Missionary, Asiatic and Ethnological societies in London met, at the house of Chev. Bunsen, to devise means of obviating this evil. Among them were Profs. Max Muller, Lepsius, Wilson, and Owen, Sir J. Hershell, Chas. Babbage, Sir Chas. Trevelyan, Edwin Norris &c. The attention of the conference was taken up, with the consideration of two alphabets presented by Profs. Lepsius and Muller. That of the former is known as the Standard alphabet, the latter, the Missionary. The object of these papers was to determine the physiological classes of sounds, which in their nature are nearly invariable and then to devise the way, by means if possible within the reach of every font of type, of expressing them. Perfect agreement could hardly be expected and was not arrived at, yet many valuable points were gained and much valuable information collected. The plan of Muller seems, to say the least, best adapted to English purposes and I propose to follow it as far as possible.

Each of the alphabets referred to mark between 80 and 90 sounds.

Voice in its purest form is the result of a stream of air rushing through the glottis and striking upon the vocal chords, whose vibrations like those of the strings of an instrument give forth vocal sound, which is modified while passing through the mouth. The modifying circumstances will be the different degrees of tension of these vocal chords, the action of the resonant cavity behind the soft palate, the soft palate, the palate, the teeth, the lips, the nasal organs, and modifying all the tongue, whose flexible power and universal influence gives name to language itself. All these organs are affected by climate in all its particulars of heat and cold, moisture and dryness, by modes of life, sensibilities and habits of utterance. Hence the French are fond



of nasals, the Germans of labio dentals and gutturals, rejecting nasals, while the aspirates are entirely wanting to the Latin.

When the stream of air passing through the vocal organs is modified but not interrupted, vowels are produced. The consonants on the other hand are the result of interruption at some stage in their progress.

Hence the Arabs call the vowels *motion*, but the consonants *barriers* or *edges*. We will follow what in the transmission of sounds is the order of genesis and treat of the vowels first. Different nations have esteemed their vowels of different worth. While English grammarians maintain that consonants cannot be pronounced without the aid of vowels, and are therefore *con-sonant*, Arabic grammarians assert that vowels cannot be pronounced without consonants. This is true, if we consider the breathings as consonants and regard them as entering into the formation of every vowel, especially in the Semitic races with their tendency to guttural aspiration. With this evident feeling, the Semitic races formed their alphabet of consonants and breathings, leaving the vowel elements to traditional transmission from father to son. Still it would seem that the alphabet must have been primarily syllabic, at least in the same sense as the Sanskrit, where every consonant unless otherwise marked is coupled with a short *a*—(*ah*.) When this alphabet became the property of the Arian races, they vocalized the breathings to suit their needs.

The organic succession of vowels is the same as in consonants, from the guttural outward to the labial, *a* is guttural, *i* palatal, *u* labial.—These are the primitive vowels found in all languages and primarily pronounced as in Italian or German, *ah*, *e*, *oo*. Says Prof. Lepsius, “the Hieroglyphical, Indian, oldest Hebrew and Gothic systems admitted no other vowels at all, or at least of no other small vowels; in Arabic writing even now, none but these three are distinguished.”—There is an unmodified vowel sound, from which in the opinion of some scholars, all the others issued and grew into individuality, embracing in it the essentials of all the other sounds and to which the European tongues show a constant tendency to return.

It is formed if the voice is emitted without allowing it to strike upon any part of the throat or mouth. It is the sound as heard in spurt, dirt, assert, virtue. In English every vowel is liable to pass into this sound; as *beggar*, *offer*, *bird*, *work*. It is heard like the Heb. *sh'eva* as a half vowel between two consonants as in *ei-m*, *seh-is-m*, *rhyth-m*. In French it is the mute *e*, as in *entendre*, *sabre*. Mr. Ellis, the author of the “Alphabet of Nature,” considers it the voice in its least modified form.

There are seven single modified vowels, two of which *ri* and *lri* are peculiar to the Sanskrit; *a*, *e*, *i*, *o*, *u*, *ri*, *lri*. Of these *a* is the most important, and is as Grimm phrases it the “mother of all sounds.” This receives strong proof from the fact, that in Hebrew, except at the end of a word, short *a* is regularly omitted, and in Skr., Old Persian and Ethiopian the same is the case, while all consonants in Skr. are pronounced with its sound, as *pa*, *ba*, *ma*, &c. In written Skr. where two or more consonants come together this vowel is always understood, unless there is a sign of its absence or of the presence of some other vowel.

*A* as the guttural vowel is the vocalization of the guttural breathing



or the pure vocality modified at that point in its passage. *I* and *u* are weakenings of this vocality and become substitutes for *a* when the weight of the syllable demands it.

*I* has its connection with the consonants through the semivowel *y* or Latin *j* and is compressed between the tongue and palate, while *u* which has its connection through *w* is modified at the lips.

*E* and *o* are not primitive vowels but are formed from *a*, *i* and *u*; *e* from *a* + *i*, *o* from *a* + *u*. Proofs and illustrations of this will be given hereafter.

Those five vowels form a regular succession of sounds with their Italian value; *a*, *e*, *i*, *o*, *u*, as in father, fate, machine, note, tool. They receive various modifications in quantity, diphthongation, umlaut guna and nasalization, which will be treated of in course.

Our vowels with some others have suffered a remarkable change, which Prof. A. Crosby happily terms a precession of the vowels, that is, they have slidden down the scale from the open to the close vowels; so that taking the continental sounds as given above as the standard, the name sound *a* has fallen among the *e*'s, the name *e* among the *i*'s. This was evidently the case in Saxon though to a less extent, also in the Zend, Greek and Latin, compared with the Skr. and Gothic, and remarkably so in Modern Greek, where *e*, *u* (sounded like French *u*,) *ei*, *êi*, *oi* and *ui*, are all sounded like *i* in machine. This is to a greater or less extent true in the history of every language.

In all that has been said, reference is had to the primitive short vowels. We shall hope to illustrate the changes which they undergo hereafter.

C. W. S.

Wordsworth in his poem entitled, "The Excursion," says of England,

"Oh! for the coming of that glorious time  
Where prizing knowledge as her noblest wealth,  
And best protection, this imperial realm,  
While she exacts allegiance, shall admit  
An obligation on her part to teach  
Them who are born to serve her and obey;  
Binding herself by statute to secure,  
For all the children whom her soil maintains,  
The rudiments of letters; and to inform  
The mind with moral and religious truth;"

This is the great desideratum in our state or any other: it is one great wish which all the people of the state should make; and not only make the wish but labor to carry it into effect. "Education is the chief defence of nations," says one. "Education is and an affair of state among civilized nations," says another.

Which of the following sentences is correct? 'I wish my memory *was* as good as his,' or 'I wish my memory *were* as good as his;' and why?—*Ohio Journal of Education*.



## THE TEACHER SHOULD ENJOY HIS LABOR.

When the Creator put the first man in the garden "to dress it and keep it," we may suppose that the *labor* necessary to fulfil the divine requirements was appointed as a *blessing*. All around us and all within confirm this view. The most miserable of all men are they who have nothing to do, and especially, if they have no *disposition* to do. Happy are they who have work enough, and the will to perform it. "The sleep of a laboring man is sweet," that is, if he labor intelligently according to the laws of his being and the legitimate necessities of his condition. And surely, whatever brings, "nature's sweet restorer" to refresh and renew his energies, must be regarded as a blessing. Far better than the waters of Lethe, is it, for it helps to get interest from the past whereby the capital of the present and the income of the future are increased.

Now, I infer from this view, that a man ought to *enjoy* his labor, not only because it is to enhance the pleasures of rest and recreation, but because, also, the exercise of his powers is of itself a delight. As the eye is happy in seeing the beautiful, at the same time increasing its visual power,—as the ear is happy in perceiving harmonies which also quicken its susceptibilities, so, all the powers of man become enlarged by the labors to which they are appointed, and proportionally increased as avenues through which the soul drinks in the blessedness of life. As the stream widens and deepens in its onward flow, not only by the natural force of its current, but also by the added power of its tributaries, so the rigorous and well directed use of our faculties will be attended with ever-increasing pleasure, not only because they will grow strong in themselves, but because points of contact with the good and beautiful without will be continually multiplied.

*Teaching* is labor; sometimes of the most exhausting character. To engage in it, without the ability to perceive and appreciate in some good degree its beneficent relations to the Teacher himself, is to become a drudge and subject to moral disease by the undue influence of the lowest allowable motive—the pecuniary reward. When one enters the profession temporarily, or just till he can find something else to do, he deserves credit for avoiding the idler's post, but he does not teach in the best sense of the word. He does not give *himself* to the school.—He brings a divided heart,—the largest and most active half being in pursuit of a more attractive calling. He may go through with the forms and pupils may learn much, but it will not be of the highest order.—Knowledge of outward things may be imparted, but it will not be warmed by the fire of his own soul, and therefore will not reach the hearts of his pupils. Such an one cannot *enjoy* his teaching. He goes as a slave to his task, and the results will correspond with the condition of his innermost nature.

If all this be so, it is of vast importance to all parties concerned, that the Teacher should love his profession. He should be an enthusiast, to reach the highest point of success. And as a foundation for this, he must have a place in his heart for all his pupils. If all are not equally agreeable and attractive, he will strive to make them so just as he aims to make them equally intelligent. The more he works to this end, the



more will his personal power increase, and the repulsion, which at first was forbidding will gradually subside. For such is the law of nature, that objects of pity easily become objects of love.

When we look upon a child, that, in common language seems "hateful," common sense, to say nothing of charity—will say—so much the more does he need our compassion. There is cause for his want of attractiveness. Such things usually spring from influences beyond the child's control. His days have not been spent in the society of the refined and had we been born to such an inheritance as his, we probably should have been no better—we might have been worse. It is unquestionable, that, multitudes are spurned by those who claim superiority, when in the eye of absolute justice the contempt might as well spring from the other side. What have *we* that we did not receive? What has made us the little Christians that we are but that we were born in a Christian land? How do we know but the dirty, ragged and awkward child we shrink from, has done as much as we have, according to the capital he had in the beginning, and the opportunities he has had since.

But aside from the reason suggested by circumstances of birth and education, even where a child has been favored with good influences and has resisted them, the duty of the Teacher, like that of the Parent is, to ask what he *needs*, rather than what he *deserves*. The great purpose of teaching and discipline is to bring out intellectual and moral manhood. A traveller, halting by a group of boys, inquired—"what are you good for?" "Good to make *men* of," was the grand reply.—We should see to it, that we do not spoil them in the making, and therefore, that no personal feeling of dislike should hinder us from laboring solely to that end.

For the encouragement of the Teacher, history and biography furnish rich examples of kindness triumphing over rude and hardly passions, supplanting the lion by the lamb. The noble Pillsbury has taught us the beauty and power of faith in bad men. A prisoner who had spent most of his life in confinement and grown desperate all the while, had threatened to take the life of the Warden. This having been reported, Capt. P. sent for him, took him into a room alone with himself and pointing to the razor, said "you may shave me." The prisoner proceeded, but with a trembling hand, and when the work was done, Capt P. said—"I have been informed that you would take my life if you had a chance; but I *thought* I could trust you." The prisoner was overcome with emotion, and the eyes unused to weeping poured forth their torrents, while he said—"I have been a very devil these eighteen years, and you are the first one who has treated me as a man.—You shall have no further trouble from me." He faithfully kept his word.

With such instances before us, and they are by no means few, why should we doubt the power of persevering kindness to find some good element in the most forbidding specimens of childhood? If we search without finding it, the fault may be still with ourselves. If you were to put steel dust into a bowl of sand, you might not find it by passing your fingers through it, but try the magnet, and you will succeed.—



So, if we would find good qualities to build upon, we must do it by the magnetism of our own.

I thus indicate a process whereby the Teacher may find pleasure in calling—*may enjoy his labor*. Surely, "it is a consummation devoutly to be wished." A man's character never rises higher than his motive, and never falls below it. If his sole purpose be to get money he possesses only a commercial value. If it be his chief ambition to float on the current of popularity, he may rise to some prominence he will have his reward; but he will in due time find his level below the horizon. But if it be his aim to consecrate his highest nature to the work of educating the young, physically, intellectually, and morally,—he may secure enduring fame—may have a place in all hearts for whom he has preserved a place, and become enriched in his own nature by principal and interest of all he has imparted to others.

To do this, he must put himself in connexion with the inmost natures of his pupils. He will be just. He will realize that impartiality does not consist in treating all exactly alike, but each according to his needs. He must help the blind more than the seeing, the weak more than the strong. He must seek, not to widen the differences which springs from accidents, but to bridge chasms, heal jealousies and unite in fraternal equality the extremes and diversities of the school-room.

"That is the most perfect form of popular government," said Solon, "where an injury done to the meanest subject is an insult upon the whole constitution." Let such be the supreme law of the school-room, a law which commends itself to every man's conscience—let the children feel that justice is enthroned in the heart of the Teacher and sincere reverence and love will follow, laying the sacrifice of obedience upon the altar. If you look for defects you shall find them—if you look for excellencies you shall find them. Jaundiced eyes give to every object a yellow hue. A billious nature makes faces before a mirror and, like the snarling cur, growls at—himself. A young lady was told, on taking charge of a school, that certain of the scholars would give her a great deal of trouble—that they were "real ugly." But she had not the least difficulty with them." And I suspect a subsequent remark of hers explains the fact. She said—"I have over eighty scholars, and I have found something to love in every one."

In such a spirit, any person with but ordinary powers will succeed, will love his employment because he loves his pupils, and will enjoy his labor as truly as his rest. Let every Teacher, then, see to it, that he "makes good connexions" with all his pupils—has a door open to every heart—loves frequently to enter into and commune with the good spirits that nestle there, and he shall find how beautiful it is to unfold the triple life of man, and set body, mind and soul on the divine key, where each performing its part, the trio shall blend in a living and evergrowing harmony.—*R. J. Schoolmaster.*

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The superiority of some men is merely local: they are great because their associates are little.



## PHYSICAL TRAINING.

Mr. Philbrick, in his late quarterly report to the school committee of Boston, urges the importance of giving more attention to the physical education of the youth in the schools. His views are highly sensible and must commend themselves to every candid and reflecting mind.—After speaking of the gratifying advancement that has been made in intellectual and moral culture, and alluding to the sad neglect of physical training, he thus speaks:—

“I shall waste no time in arguing the importance of bodily health, strength, and beauty, as elements of individual and public prosperity and happiness. Not only every intelligent educator, but every man of common sense will assent at once, without argument, to the proposition, that a healthy, well-developed physical organization is the basis of usefulness and enjoyment. Nor do I deem it necessary to produce evidence to prove that the American people, and more especially the residents of cities, have greatly deteriorated in physical vigor. The Anglo-American race in the United States, when developed under the most favorable circumstances, is probably the model race,—the highest specimen of humanity yet known. And yet, of the persons born and educated in our cities within the last thirty or forty years, but a small proportion can be said with truth to possess a sound mind in a sound body. We have but to open our eyes to see physical imperfection and degeneracy all around us. Under the present conditions of city life, at home and at school, a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed, and of good size. We shall find in this prevailing physical degeneracy the reason why many of the girls who have received a good intellectual education in our schools are unsuccessful in their applications for situations as teachers. This deficiency in physical capacity, is the reason why many who are appointed are unable to discharge satisfactorily their duties as teachers without soon breaking down in health. For want of the bodily development and the power of endurance which our civilization ought to secure to the mass of our young men, it is frequently observed that the city boy, with all his knowledge and mental training, is outstripped in the race of life by the boy from the country, with little book-learning, but with a body invigorated and hardened by the gymnastics of the farm and by an unstinted supply of pure mountain air.

I am not one of those who believe that all the ills that flesh is heir to are chargeable upon the schools. In a former Report, I took occasion to express my dissent from the views of those who hold that the health of our pupils is ruined by excessive school tasks. I did not believe then, and I do not now believe, that in order to secure the bodily vigor which was enjoyed forty years ago, it is necessary to cut down the standard of scholarship to what it was at that period. I maintained the opinion that good scholarship and good health are not incompatible with each other. Protracted confinement in ill-ventilated school rooms has been far more destructive to health than hard study.



Granting then that bodily health, strength, and beauty are desirable; granting that physical degeneracy is a great and growing evil, the practical question for us is, what ought to be done *in our schools* to arrest physical deterioration?

I am not prepared to recommend at present any material change in the existing provisions of our system for the protection of health in schools. The regulations respecting vacations, sessions, recesses, studies, and home lessons, are not the hasty product of a day. They are the fruit of wisdom and experience. They are good in the main and should not be changed without careful deliberation. It does not seem to me that the desired result is to be attained merely by shortening the sessions, or by reducing the standard of scholarship. *The principal remedy which I would suggest, is the introduction into all grades of our schools, of a thorough system of physical training, as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises in which every pupil shall be required to participate.*

I fully agree with an able author, who has thoroughly studied this subject, that "a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, might, in one generation, transform the inhabitants of this land from the low development now so extensive, to the beautiful model of the highest form of humanity."

As to the practicability of making these physical exercises a part of our system of public instruction. I entertain no doubt. It might make it necessary to employ for a time, or perhaps permanently, one accomplished teacher in this department of education. Such a teacher can now be secured. The exercises which I would recommend, can be practised without costly apparatus, and without a room set apart for the purpose; they contain all that either sex needs for the perfect development of the body, and are adapted to mixed schools, so that both sexes can perform together. And finally, these exercises would occasion no loss of school time, for experience has demonstrated that pupils will make better progress in their studies, by taking a half an hour daily from the school session for exercise, than by devoting the whole session to study.

Hitherto we have directed our attention almost exclusively to intellectual education. The tasks of the brain have been greatly increased without a corresponding increase of care for the preservation of health. This is the great defect of American education."

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A SPECIMEN OF THE LAWS OF HARVARD COLLEGE IN ANCIENT TIMES:—"Every under-graduate shall be called by his surname only, unless he is a commoner, or the eldest son of a gentleman, or the child of a noble house. No person in a higher class, Tutors and Fellows of College excepted, shall be allowed to force a freshman or junior to go on errands or to do other services, by blows, threats, or language of any kind. And any under graduate who violates this rule, shall be punished by bodily chastisement, expulsion, or such other mode as shall seem advisable to the President and Fellows."

LATINUS.

V



## PERSEVERANCE VS. GENIUS.

It is asserted by Goethe, that our wishes are presentiments of our capabilities. Without stopping to enquire whether this be in accordance with the philosophy of mental phenomena, we purpose to avail ourselves, for the time, of the convenience which this latitude of opinion affords, and shelter ourselves, in some degree behind the authoritative dictum of this "magestic demigod" of the German Parnassus. It may be well to announce as the initiative of this article, that a review of the immortal minds, that have graced the world of Literature and Science, by analyzing and comparing their natural abilities and acquirements, is not our present design. That were an undertaking of far greater magnitude than we dare venture upon, running through the diapason of human intellect, from the feeblest note of ambitious mediocrity, to the double-bass of acknowledged excellence and power. It shall be our aim to present only a few leading thoughts on this subject, so abstruse, yet prolific, and leave the mind of the intelligent reader to supply the remainder from the rich gleanings of the past.

Every man is himself the author of his own greatness, or insignificance. He has an inherent power to attain a position in the intellectual world, adequate to his desires, and efforts. We maintain, that he is not so much indebted to superior, intellectual endowments of nature for his success, as to the proper use of the faculties he has. Perseverance is the ruling power rather than genius unaided. It is a characteristic and common error of the age, to regard all great achievements in the world's history, as the result of genius,—to attribute to it, those victories, which are not to be achieved, but by well directed and continued industry; and that without decided natural talent, no real excellence can be obtained. In some instances perseverance and genius may be considered separately: but, in most respects they must be viewed in conjunction, and then, a difficulty is presented in deciding which has been most effective in achieving great and valuable results. But the lives of most, if not all, truly great men, prove most conclusively that their excellence and eminence were the result of assiduous labor, and indomitable energy, rather than original superiority of intellect. That there is great original inequality in the mental faculties of different individuals, we do not presume to deny. Perhaps, there is as great disparity in their intellectual, as in their physical conformation. It is in the infancy of life that the inequalities of original talent are most striking; and strange as it may appear, vanity on the one hand and indolent admiration on the other does hyperbolically extol those obvious advantages. This early development is frequently a precocious growth of intellect, that undergoes premature decay: and thus we frequently see that those children who possess the most brilliant intellect, are encouraged in its early development—the mind is excited beyond what it can bear; and either becomes diseased or rapidly declines into imbecility—commenced as prodigies and ended in stupidity.

There are however exceptions to this. The early years of some distinguished men when minutely traced, furnish evidences of the same



vigor or originality of mind for which they are celebrated in after life; their genius is born with them, and they seem "to get wisdom as the flowers get hue, while others hire it as the toiling bee"—"the child is father of the man." But of this class so highly favored very few ever become ruling public spirits,—ever become true benefactors of mankind. When we reflect on the nature and capacity of such minds, there is something inconceivably awful in its perversion. Let us look at it as it comes fresh and plastic from the hand of its Maker and returns stained and hardened—a mind with all the germs of faculties which infinity cannot exhaust, as it beams forth in the glad morning of its existence; quivering with life and joy, exulting in the bounding sense of its own developing energies, bathed in the sunlight of its unconscious immortality, and then follow it in its dark passage through life, as it stifles and kills every inspiration and aspiration of its being. Thus genius working in bad organizations and exposed to continual conflict with surrounding malignity and stupidity, may end in madness as Cowper, or in drunkenness as in Burnes, the immortal bard of Scotland, or Alexander, the world renowned conqueror; or like Dante, wander an outcast from the land his epic muse had ennobled, or the starry Galileo, the pride and wonder of his age, pine a convicted heretic in the prison of the cursed inquisition. Men of genius are generally too quick, too volatile, too adventurous and unstable to be much relied on; they are apt to strike off suddenly like the tangent of a circle, and cannot be brought into their orbits by the attraction of gravity. They often act with such eccentricity, as to be lost in the vortex of their own reveries.

History records two names, immortal by Genius unaided—Homer and Shakespear. The former is now regarded as a myth. Critics have long since taken him to pieces before our eyes—analyzed and annihilated the identity—told us of how many old forgotten poets, ashes, went to make up this venerable Homer. The latter a still deeper mystery shrouds. Will the literary world continue to receive as the author of that immortal production, the "stratford poucher?" Science no longer veils her face and stands in solemn awe, tacitly identifying an illiterate actor with that manifestation of creative energy, so unlike anything that scholasticism or art has hitherto produced that new upwelling of the occult vital forces, underlying our phenomenal existence,—invading the historic order with one capricious leap, laughing at history, telling the laboring ages that their sweat and blood had been in vain. It is not our purpose in this to remove every doubt of the nonexistence of the "old blind bard of Scio's rocky isle," or to point out the true source whence emanated the ever living Grecian epic. Nor shall we apply the rules of historical investigation and criticism to the vast, magical, unexplained, phenomenon which a later age has produced. The age of Elizabeth had its *Shakespeare*, who will beam forth in the light of scientific investigation, and consign to merited oblivion, this usurper of honors. There were men in England in that age, who had heard somewhat of those masters of olden time,—Eschylus, Sophocles, Plato and Aristotle, and not of these only, but of Terrence and his patrons—men who knew what kind of an instrumentality the drama had been in its original institution, and with what voices it had spoken;



men with learning broad enough, and deep enough, and comprehensive enough; *one* at least with nobility of aim and philosophic and poetic genius enough to render him adequate to this hereulean task. Admitting these facts too plausible to deny we have no name, *high* on the scroll of fame, that was not earved there by scholastic toil and untiring zeal. Of all the worthies conspicuous in the catalogue of Europe; there is perhaps none of more power than Newton, who according to his own testimony, possessed no natural superiority, but by long and close concentration of mind acquired that power which enabled him to discover the principle—the secret chain that holds these worlds in union. We frequently hear the term “self made men” used by those who would derogate the utility of scholastic education. All men who are made at all, intellectually, are selfmade; Colleges and Professors are only so many facilities, and not the divinities that are to enact the impossible miracles of transformation. There is nothing that can supply the place of personal application, patient study and laborious thought. If men possessed the iron energy and perseverance necessary to carry them through unaided, it is the strongest evidence of the rigid discipline to which they have been subjected. The powers of the mind unfold in proportion to their exertion. Each successive effort adds to its power, to grasp deeper, loftier, and more comprehensive truths. It is in this way we account for the fact that a large majority of the world’s greatest and best men were youths in indigent circumstances. The reason may be found in the subjective condition of the mind and its relation to the objective world. His destitute and dependent condition arouses all the latent energies, and powers of mind, urges on to brighter achievements, bears down all opposition, and rides triumphant over its ruins.

M. H. S.

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### STUDY OF BOTANY.

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One of the most obviously important subjects of study is the vegetable kingdom. Everywhere, in its thousand varieties, it meets the eye and demands investigation. The change from snow and ice to warmth and verdure; the early and rapid development of grass and flowers upon the fields; the rich foliage that so suddenly covers the brown and naked branches, awaken questions of deep interest.

How is this change produced? What are the laws by which this great renovation is brought about? Every blade of grass is a study, every tree or plant is a volume!

Commencing with the wonderful vitality of a seed, tracing its course through germination, bud, leaf, flower and fruit, whether completed in one year, or in a series of years, how rich the field for knowledge, how vast for discovery! And yet the child can and should be initiated very early into the principles of Botany. It can be taught, and it will eagerly grasp the idea, of species and varieties; of genera and orders; of leaves net-veined and parallel-veined, palmated, and feather-veined; simple and compound; of flowers, bell-shaped, cruciform or liliaceous; of stamens, of styles, receptacles and capsules. Teach



the characteristics of a single species, and you teach a lesson not easily forgotten.

Every Common School teacher should be able to relieve the tedium of the long summer day by some familiar illustration in Botanical science; something to lead the young to feel there are sources of knowledge in all the beautiful things springing up in their pathway, and that the lowliest flower can teach the highest lessons.

Teacher, try it, and you will be the recipient of a pleasure greater than you impart to others. You will find new beauty and sweet harmony by the wayside, and realize more than before, that

“Nothing in this world is dumb  
Or silent, if we do but  
—listen with awakened ear.”

Should you unfortunately, be yourself ignorant on this subject procure a “Manual of Botany for Beginners,” and first teach yourself, by diligent study, those principles which will not only give you power to lead others in the way of knowledge, but afford a rich and enduring recreation to your own mind in the arduous vocation of teaching.—*Vt. School Journal.*

### \* UNCONSCIOUS INFLUENCE.

The very handling of the nursery is significant, and the petulance, the passion, the gentleness, the tranquility indicated by it, are all reproduced in the child. His soul is a purely receptive nature, and that for a considerable period, without choice or selection. A little further on, he begins voluntarily to copy everything he sees. Voice, manner, gait, everything which the eye sees, the mimic instinct delights to act over. And thus we have a whole generation of future men receiving from us their very beginnings, and the deepest impulses of their life and immortality. They watch us every moment in the family before the hearth, and at the table; and when we are meaning them no good or evil, when we are conscious of exerting no influence over them, they are drawing from us impressions and molds of habit, which if wrong, no heavenly discipline can wholly remove; or, if right, no bad associations utterly dissipate. Now, it may be doubted, I think, whether, in all the active influences of our lives, we do as much to shape the destiny of our fellow-men, as we do in this single article of unconscious influence over the children.—*Bushnell.*

“Scholars are men of peace; they bear no arms, but their tongues are sharper than Aretius’s razor; their pens carry farther and give a louder report than thunder. I had rather stand in the shock of a basilisk than in the fury of a merciless pen.”

Sir Isaac Newton says: “If ever I have been able to do anything, it has been effected by patient thinking only.”



## THE IMPORTANCE OF DRAWING.

The child first gains a knowledge of things. This knowledge comes through the sense of sight. These two plain facts are of the greatest importance to the teacher; and a question of equal importance is, how can the sense of sight be so cultivated as to enable the child to gain a correct knowledge of things?

When the child looks at an object, as a bird, his mind is affected, and when his mind is again affected in the same way, the child says that object is a bird. You ask him to describe that object, and, if he is apt, he will say, that the bird is white and black, that it has a head and body, that it is pretty, and can fly.

It is evident that the description given does not at all distinguish the bird in question from the other birds of creation, and no one would be able to tell the same bird, though he should see it a hundred times; for very many birds are white and black; they have a head and body; they are beautiful and can fly. If the child be not apt, and very many are not, he will say, "It's a bird, and that's all I know about it."—As the last child fails to give a description, he has no knowledge which he can communicate; and, while the first child has given a vague description, he is no better off, for he cannot communicate his knowledge in such a way as to make himself understood.

The case supposed is not irrational. It is one which applies not only to children, but to men and women. The truth is that the eye does not dwell upon objects in detail. Both the mind and the eye have been inactive, and the observer was in a passive state when the bird was before him.

To describe a bird, we must know not only that it is white and black, but we must know where it is white, and where it is black. Neither is it enough to know that it is white upon the neck; for many other birds are white in the same place. We must know what part of the neck is white, whether it is white from the head to the middle of the neck, whether it is white from the middle of the neck to the shoulders, whether it is white beneath or on top, on the right side or on the left, whether the white spot is round or square, and whether it is large or small. Neither is it enough to know its color. Its size, motion, mode of living, and first, though last named, and the most important, its *form*, must be known.

We will not diverge from this subject to show that practical knowledge is the only kind of knowledge which is of any consequence to the child; nor to show that knowledge is most practical when it can be well communicated; for these are facts conceded by every mind. The question proposed is, how can the child best gain a knowledge of things; how can he gain a practical knowledge of *form*, which is the prime property of things upon which all other properties must be based?

What words can you use which will give the child an idea of the form of the head of a bird? The words do not exist, nor can they be made. The *form* must be seen, not heard. The sense of hearing is not the one to which the teacher can appeal in communicating knowledge of form, but he must appeal to the sense of sight. The



thing itself must be presented, and the teacher can say to the child, Here is the bird, and you can see the form for yourself. But the child will still look at the bird as a whole, and his idea of form is vague and cannot be communicated. If the teacher takes the bird, and points out the many lines which mark the form, the child will confess that he has never before noticed those beautiful lines.

He now begins to observe, and the teacher has the satisfaction of seeing the eyes of his pupil sparkle with intelligence. When the teacher succeeds in opening the eyes of the child, so that he can see things as they are, when he can see trees as trees, and not as "men walking," both the child and teacher have gained a victory, and the former can begin to examine things for himself.

We see, then, that to give direction to the eye, each line which enters into form must be pointed out and dwelt upon in detail.—But even this method is insufficient, and if no other means are employed the child will fail. A single look at the lines will not so affect the mind that a similar state of mind can be re-produced. The child will not remember the form. And when he is asked what is the line which forms the boundary of the upper portion of the head, he will be forced to make that foolish reply,—"I know, but I can't think,"—which means, "I thought I knew, but see that I am mistaken."

Memory depends upon conception; and the question, whether the child shall have any conception at all or not, depends upon whether he has had a vivid and prolonged perception. The child, in giving a mere glance at form, has neither a vivid, nor a prolonged perception; and hence it becomes necessary for the teacher to introduce some means by which the perception shall be made of such a character that the child will be able to remember.

The best means of accomplishing this objects is to place in his hands a pencil, and tell him to make a picture of the thing. Before he will be able to make the lines, he must look at them, the first, the second, and the third time. He will have to analyze the lines; to ponder long upon the changes in each curve; and, before he can take his eyes from the thing itself to draw the lines, the perception must necessarily be strong enough to give a vivid conception. And after he has drawn a line, he must look at it again, the first, the second and the third time, to see whether the line he has drawn is correct.

It is obvious that this practice gives to the child both a vivid and a prolonged perception. It trains the eye; it develops the power of conception; it strengthens the memory. Not only is the mind made vigorous by exercise, but the child has a kind of knowledge which he can communicate to a fellow child by producing a picture of the thing itself. The knowledge gained is practical; and one of the ends of education is attained.

The old-fashioned way of compelling a child to learn the alphabet by standing with his toes to a crack, glancing from A to Z, while he is thinking of apples and marbles in his pocket, has now gone, for the most part, into disrepute because experience has demonstrated that the child can learn the alphabet in less time by making the letters for himself. Our leading educators have become convinced that a child should not be taught even to read by gazing at the composition of another and uttering words to which he can attach no meaning; but that he should



write his own reading lessons, and use only those words which he can apply to objects seen, and actions understood. A reason urged in favor of this method of teaching is, that the child becomes interested in his work. Teachers know that, when they can engage the interest of their pupils, more than half their work is done, while, if they fail to excite the interest and fix the attention, no progress can be made.

The child is active in his habits. He is not content to stand and look at objects which have no charm. It is difficult to fix his attention long enough upon two trees to convince him that one is a maple, and the other an elm. He is not even content to study the form of flowers but will fasten them to his button-holes, and toss them in the air, until they fade and die. But place before him a picture, and he will study it long and earnestly, and ask you "what is this," and "who is that," until you tire of answering his questions. Place in his hands a slate and pencil, and he will be more anxious for your assistance in helping him to imitate the pictures which are before him, than you before were anxious to fix his attention upon things which you wished to have him learn. Let the child amuse himself with his crude marks, and he will develop his own eye, and train his own muscles, so that he will excel his teacher in pointing out the differences which distinguish tree from tree and bird from bird.

I remember with pain the punishment which I received for making a picture the first season that I attended the Primary School. The result of that discouragement was, that at the age of sixteen, my marks were rude and undefined; the house was still drawn with only one side with the outside doors in the upper story, with no possible means of entrance from below, and with the chimney in front, the same as it was drawn at the age of four, and for which I was rewarded with the teacher's lash.

The last reason which I urge in favor of teaching children to draw, is, that it makes them better men and women. I will not base the argument upon the high ground that it refines the sensibility and cultivates the taste, but upon the lower ground that it makes them more practical and observing. A man with his eye trained to distinguish form and color, and to appreciate the beauty visible in the least of Nature's works, will not travel from Boston to Albany, and tell his family upon his return, that he has been through a miserable country in which there is nothing worth looking at. Women, too, will be willing to go out of doors and breathe God's pure air, without being drawn by the allurements of a wedding, or by the desire to know the latest style worn by the Princess who graces the imperial throne of France. Our young ladies, too, will pursue drawing as an art, and not be content with daubing a single landscape, and then deceive themselves with the idea that they are accomplished. Train the eye and cultivate the taste of our young men, and refined intercourse will be sufficiently attractive to keep them from discoursing upon coarser themes.

If drawing makes children more observing and practical, if it creates within them an interest in their work, if it secures that first requisite to the success of the teacher, attention, let it be taught as one of the required studies in the Primary School. Children love to draw. It is their nature to imitate. They become restless, unless they can do that for which they have a taste. When the great Creator made the nature of



the child what it is, he knew what he was about ; and the teacher should pause long before he attempts to crush that nature, and to implant within the child those false tastes which belong to our grandsires.—*Mass. Teacher.*

## Common School Department.

*Opinions on various points, recently delivered by the Superintendent.*

There are certain questions which are constantly occurring, in all parts of the State ; and as the opinions of the Superintendent, rendered to correspondents, is known only to these, he is called on from month to month and year to year to reply to the same interrogatories.

This fact is one powerful argument in favor of the universal circulation of the *Journal Education*—for if this periodical were taken in every School district, every answer of the Superintendent would settle a question, and thus there would soon be a much better understanding of the letter and spirit of our School Laws.

In knowledge of these we could make real progress—for every difficulty in any district once disposed of would be settled in every other part of the State at the same time.

Within the past few weeks a number of questions have been presented to the Superintendent, and while all are interesting, a part of them have been repeatedly answered, from time to time, for a number of years.

A very brief summary of a portion of these questions is now given for the information of all the readers of the *Journal*.

*Ques.* 1. How many days constitute a school month ?

*Ans.* This is a matter settled in some places by general custom ; where it is not so settled the Superintendent decides that 21 days of school ought to constitute the month.

Thirty days constitute, in most countries, the average legal month. Now schools are kept open only 5 days in every 7, or  $\frac{5}{7}$ ths of the month ; and five sevenths of thirty, is twenty one and three sevenths ( $21\frac{3}{7}$ .) This fraction of a day in every month should be allowed for holy days, and is little enough time for that purpose. It gives only four days in ten months ; and perhaps four days for holy-days is hardly enough, when a school is kept up all the year. But as common schools are not generally taught for more than half the year so many holy-days are not needed.

*Ques.* 2. How many hours should the teacher be required to labor in the school in each day ?

*Ans.* This must depend on circumstances, such as the season of the year, the average age of pupils, the studies taught &c. &c.

But there is one popular error which the Superintendent has taken much pains to correct, *to wit.* That the progress of the children will be in proportion to the time devoted to books.

All rational intellect is always active ; but the most matured and



best disciplined minds cannot be kept long at a time, with any profit, upon one subject. The minds of children are of course, much more desultory than those of adults; and the attempt to confine them to study for many hours in succession would be worse than in vain.

The pupils not only would not be learning, but their interest in their studies would be lessened and the elasticity of their intellectual powers impaired; and thus parents, in vainly attempting to make teachers accomplish more than nature will permit, do themselves, or their children a serious injury.

It is a great mistake to suppose that the more hours in the day the teachers labors in school, the more will he deserve his wages; and while it would be utterly ruinous to keep children at their books from sun to sun, as some parents desire, a *teacher* thus employed would be of little value.

*Teacher* as well as *pupil* needs hours of recreation during each day; and the more diligent, faithful and intelligent the teacher, the more time, up to a certain limit, will he need for thought, for taking notes, for study, and for free intercourse with his pupils.

The Superintendent is hardly willing to urge his own views on the officers and teachers of common schools as to the exact number of hours which can be profitably employed in study during the day; and this for the reason that his own experience and that of most of his readers has been so different.

He is afraid to fix the length of the laboring day, not from want of experience, but because *he* has a *practical* knowledge of this subject, and most of his readers have not. He has been a student much of his life—a large portion of his readers on the contrary, have spent the greater portion of their time in manual occupations.

The Superintendent would say however, that 7 hours of faithful work would constitute an average day long enough; and that there should be several intermissions for recreation, so that the smaller children should not be confined more than two hours at one time.

*Ques. 3.* Can a committee employ a teacher, at the public expense, for a period longer than their own term of office?

*Ans.* They cannot, the Supreme Court having expressly so decided. The decision will be found in the Report of the Superintendent for 1858, *Appendix*.

In the opinion of the Superintendent the principle of this decision will render it unlawful for a committee to employ a teacher on the faith of funds which will be due to their district after the expiration of their term of office.

They may build or repair school houses on the faith of such funds, but cannot employ teachers.

The Supreme Court hold that the selection of a teacher is in the nature of an *appointment to office*—and hence that the committee cannot appoint officers, or teachers for a longer term than that during which they themselves are in power.

From the same reasoning they cannot pledge, to teachers, funds which will be due their districts after their term of office.

*Ques. 4.* Are committees compelled to allow free white persons over 21 years old to attend school?



*Ans.* They are not. Beyond all question the School Law was designed for the benefit of minors, although there is one ambiguous clause in one of the earlier Acts.

It is said that "all white persons over the age of six years shall be permitted to attend the school of their district, as scholars, and receive instruction." (*See Pamphlet of School Laws, Edition of 1857, page 6, Sect. 16.*) This phrase has for years caused a difference of opinion; and yet the very next clause ought to define its meaning in regard to the point in dispute. The Law continues thus:

"*Provided*, that the children in any one district may by the consent of two superintendents or committee, attend the schools in any adjoining district."

Thus in the only doubtful Section of the Law its meaning is made clear enough by the Proviso at the close—this Proviso recognising *children* as the persons referred to in the preceding sentence.

But again: the scope and spirit of the School Law are fully defined, as to the class of persons to be benefited, by a variety of other passages, and by nearly the whole of its machinery. School Committees are required to report the number and names of the free white children in their respective districts who are 6 years old and under 21; and the chairman of the Board of County Superintendents must in his annual report state the number of *children* in his County, and the number taught.

The General Superintendent in *his* annual report is to furnish "tables showing the number of white persons 6 years old and under 21, in each county in the state—" and also "the number who have attended school during the year."

And finally the Board of Superintendents in each county acting under the advice of the General Superintendent shall divide the school fund among the districts "in such a way as to secure, as far as possible, equality in facilities for education among all the white children of the county—" These clauses are decisive; but the General Superintendent has recommended that when the school is not crowded and no injury is done to the children in any way, and where parents are willing, persons over 21 years old should be permitted to attend school.

*To be Continued.*

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**THE BEST PUMP.**—We often see notices of newly invented pumps—but sometimes it is true that the old is better; as it is said of wine and some other things. The one to which I allude is the Evedamic and has been in use from the earliest times.

It has two arms, a double valve; is self-acting; can easily be removed from one place to another; and when it has drawn all the water out of one well is easily carried to the next.

It does not soon get out of repair, and when it does, can be refitted without much expense. There is one disadvantage in it, that the water that it pumps up, when delivered by the spout is not quite so pure as it was before. They are so common that most persons have seen them: most neighborhoods have at least one: there is one where John Smith lives. One can be seen on exhibition most any day, on main street at the office of

PERCONTATOR.



## Resident Editor's Department.

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DISTRICT COMMITTEES.—Since the efficiency of our common schools depends, to so great a degree, upon the action of the School Committees of the various Districts, we cannot refrain from saying a few words to them; hoping to stimulate some of them, at least, to be more active in performing their important duties.

It is natural to suppose that the voters of a school District, in selecting men, to act for them in the management of their school, to employ a teacher for their children, to provide him with such a house, furniture and apparatus as may enable him to perform his duties to the best advantage, and to aid him in securing good order in the school, will choose men of intelligence, and men who feel an interest in the cause of education. As such then we address you.

It is necessary then, that you should realize the importance of the trust reposed in you. When you feel that the welfare of your own children and those your neighbors, in fact of the whole community, depends upon the manner in which you discharge your duties, you will be prepared to enter upon your work with energy. You will also feel disposed to inquire, how you can best accomplish the end in view.—We need not adduce arguments, to convince intelligent men, that the proper education of all the children in any community is a matter that should concern, not their parents only, but every good citizen. Since we believe that you will agree with us in these views of the importance of the work before you, we propose to point out a few of the difficulties with which you have to contend, and some of the means by which they may be overcome.

That you will meet with many difficulties, if you attempt a faithful discharge of your duties, is to be expected. Nor is it always possible to foresee, and provide for, all that may arise; but by taking a fair view of those that may be easily seen, and profiting by the experience of others, we may do much to prepare for overcoming obstacles.

Your first step, after having complied with the requirements of the law, in reporting the number of children in your district, will naturally be, to see that you have a suitable house, properly furnished with every thing that is necessary for the comfort and convenience of a school. Should you be so fortunate as to find a good house, even wanting the requisite furniture, you may perhaps, without much difficulty or delay, induce the few, who feel an interest in education, to aid you in



providing all that is requisite; but let us suppose, as is the case in a majority of the districts in the State, that you find nothing that deserves the name of a school house; how can you proceed? Will you allow the children to assemble in a *barn*, or in some shanty that you would not think a sufficient protection for your horse? Or will you face the difficulty like men, however great it may appear, and determine that your district shall have a house worthy of the cause to which it is devoted?

It may be that you three, who compose the committee, are the only men in the district who feel much interest in the matter, but if you are united in your efforts, and determined resolutely to meet every obstacle that may present itself, you will succeed. You can induce the people to build a house that will be an honor to the district, and that, too, without depending much, if at all, upon the school fund. But to secure this result, it will be necessary to see each man personally, and present the case to him in such a way as to convince him that his interest requires it; and then it may be advantageous to call all together, to discuss the matter, that they may stimulate each other.

When success has crowned your efforts in this first step, you may feel disposed to retire from the contest, with the reflection that you cannot afford to contend with such difficulties and labor with such untiring energy, in everything that relates to the interest of your district school. But, while we do not consider the difficulties all removed, by your success in this first effort, we hope to be able to show you that your path is now comparatively smooth; this was the rugged mountain that seemed an impassable barrier, compared with which, all else that you have to overcome will appear as little hills.

Our space forbids the continuation of the subject at present, but we propose to resume it at some other time.

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STATE EDUCATIONAL ASSOCIATION.—Under this head we find the following in a recent number of the *Spirit of the Age*.

"Our readers are aware that this body convenes at Wilmington this year, on the 13th of November. The place has been admirably selected, and although the time appears to be unfavorable to a large gathering of the practical teachers of the State, yet we hope many of them will be able to enjoy the occasion.

"The difficulty of fixing upon a time suited to all, and the large tract of country covered by the State, render it doubtful whether one Association, or at least one meeting of it, a year, is sufficient to enable it to carry out so fully as is desirable, the objects and designs of its projectors. To no class of persons do these convocations promise more good,



than to practical teachers themselves, and especially to those connected with Common Schools. And yet it must be seen that a meeting in November, must ordinarily be deprived of their presence.

"Perhaps, it would be well, therefore, for the Association at its ensuing session, to take into consideration the propriety of changing its programme and reorganizing the Institution, so as to provide for the formation of Branch Associations, say one in each Congressional District, to be held at such times and places most convenient to *all* the teachers in each to assemble, and providing that the proceedings of each shall be sent up to the parent Association, by delegates who can certainly attend the sittings of the State Association.

"Without being fully informed as to the minute and special designs of the Association, we presume its great object is the promotion of the cause of Education. It is of the first importance therefore, that all the practical teachers of the State, should be immediately identified with it. The best text books, the best modes of instruction, the best forms of school discipline and the best method of constructing and arranging school houses, or school buildings of any kind, are, we presume, the chief points of investigation. A better knowledge of all these things can be obtained by a free interchange of sentiment among teachers and those who have been teachers, than from any other source. Let the suggestion be canvassed."

We heartily endorse what the editor of the *Spirit of the Age* has said, in regard to the advantages of such associations. And although this will perhaps not reach many of our readers before the meeting, yet we hope it may influence some to be present.

Most of the teachers are aware, however, that it has always been the design of our Association to have auxiliaries, not only in every Congressional District, but in every County in the State. While such organizations have been formed in many counties, and are, in some at least, accomplishing much good, yet there is much still to be done; and we hope the State Association will again urge upon its members the necessity of being more active in this matter.

We know, from experience and observation, that the teachers of common schools, when once enlisted in them, take a great deal of interest in the meetings of their county associations, and receive much benefit from the addresses, lectures, and discussions.

It is impossible to estimate the good that would result, to the educational interests of our State, from one such society, properly conducted, in each of the eighty-six counties. And if each of these should be represented in the annual meetings of our State Association, by one or two delegates, its influence would soon be felt in every one of our *five thousand* schools.

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Tranquil pleasures last the longest. We are not fitted to bear long the burden of great joys.



WILMINGTON, N. C. Oct. 13, 1860.

In view of the meeting of the State Educational Association in this place on the 13th Nov. the undersigned have been appointed by the people of Wilmington, a Committee of reception, to see to the accommodation and comfort of the delegates to the meeting appointed in their midst.

Dr WILLIAM G. THOMAS,	} <i>Com. of Reception.</i>
Rev. JOHN S. LONG,	
THOMAS H. HARDIN,	
JOHN D. BARRY,	
DONALD McRAE,	
JAMES A. WRIGHT,	

### BOOK TABLE.

HARPER'S MAGAZINE for November is received. It is filled with the usual variety of interesting articles. The first three articles—"Captain John Smith"—"A Summer in New England. III"—and "Pearls and Gems"—are copiously and handsomely illustrated.

BLACKWOOD'S MAGAZINE for October is on our table. This, and the foreign Reviews, being regularly re-published by L. Scott & Co., New York, are accessible to American readers on the most reasonable terms.

THE PHILOSOPHY OF NATURAL HISTORY. By John Ware, M. D. Prepared on the plan, and retaining portions of the Work of William Smellie. Boston: Brown & Taggard.

We find in this work considerable improvements upon "Smellie's Philosophy of Natural History," which has been so extensively used as a text-book in our Schools. We have used Smellie and have found much in it to admire and at the same time room for improvement.—Whether Dr. Ware has succeeded in making it all that we could desire, we are unable to say, without a mere thorough examination.

EASY LESSONS IN MENTAL ARITHMETIC, upon the Inductive Method; adapted to the best mode of instruction in primary schools. By James S. Eaton, M.A. Boston: Brown & Taggard.

We have already spoken in high terms of Eaton's larger work, on written arithmetic, and we are prepared to speak well of this little aspirant for favor among teachers. The many handsome pictures with which it is illustrated, will doubtless do much toward securing it a welcome among the little ones, should it find sufficient favor with their teacher to enable it to get a passport into his dominions. We are an advocate for attractive books, especially for beginners, and therefore say to our teachers, send *five cents*, to prepay the postage, to the publishers and they will send you a copy for examination.

A number of notices of new books have been crowded out, but we will try to find room for them soon. And we will notice all that are sent, as soon as we can.



## SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

### School Committees.

**HOW ELECTED.**—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

### Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

### Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

### Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

**OTHER OFFICERS.**—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. III.

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No. 12.

NORTH CAROLINA STATE EDUCATIONAL ASSOCIATION.

PROCEEDINGS OF THE FIFTH ANNUAL MEETING.

WILMINGTON, NOVEMBER 13th, 1860.

The Association met in the City Hall, at 8 o'clock P. M. The President, Mr. W. W. Holden, being absent, the meeting was called to order by Prof. C. W. Smythe, of Lexington, one of the Vice Presidents.

The session was opened with prayer by Rev. W. H. Doherty, of Graham College.

The presiding officer then made some very appropriate remarks on the objects of the meeting.

On motion, the President appointed Messrs. C. C. Cole, and S. H. Wiley, a Committee to enroll the names of members present; also, to receive the names of those desiring to become new members. The Committee reported and the following names were enrolled:

*Alamance*; Rev. W. H. Doherty.

*Bladen*; Alfred P. Gage.

*Cabarrus*; J. C. Johnston, W. A. Barrier, Wm. L. Barrier.

*Columbus*; M. R. Morrison, Haynes Lennon, Robt. M. McRakan, Jesse L. Moffit, John W. Meares.

*Davidson*; C. W. Smythe.

*Davie*; Miss D. J. Knox.

*Duplin*; W. J. Boney, S. W. Clement, Dickson Mallard, Rev. W. B. Jones, Mrs. D. W. Jones, H. Bourden.

*Edgecombe*; L. D. Eagles, Allen Warren.

*Guilford*; C. H. Wiley, Nathan Hiatt, S. Lander, C. C. Cole, J. De Campbell, E. G. Sterling, A. C. Lindsay, W. F. Alderman.

*Halifax*; Andrew Conigland.

*Iredell*; Dr. H. Kelly, Miss. C. E. Kelly.

*Johnston*; J. Edwards, L. Brown, K. J. Ballard, L. P. Creech, J. D. Massey, N. W. Musgrave, C. S. Powell.

*Jones*; E. F. Sanderson.

*Mecklenburg*; Prof. M. D. Johnston, Maj. D. H. Hill, Prof. W. C. Kerr, Mrs. W. C. Kerr.

*New Hanover*; O. N. Brown, S. D. Wallace, Dr. W. G. Thomas, Jas. A. Wright, B. F. Mitchell, B. G. Wright, Dr. Freeman, Dr. B. F. Arrington, T. C. Worth, A. M. Waddell.



*Northampton*; Benj. E. Peele, John H. Peele.  
*Pitt*; M. T. Moyer.  
*Rowan*; S. H. Wiley, B. G. Clifford, D. A. Davis, Miss Kate N. Johnston.  
*Randolph*; O. W. Carr.  
*Robeson*; Dugald C. McIntyre.  
*Sampson*; J. M. Millard, L. D. Killett T. A. Kelley, L. R. Millard, Rev. G. M. Gibbs.  
*Union*; A. Robertson.  
*Wake*; W. J. Palmer.  
*Wayne*; J. S. Midyett, J. G. Eliot, M. P. Grantham, Lewis D. Cogdell, O. W. Sutton, James B. Roberts, N. M. Ray, J. M. Cox, S. J. Price, Isaac Epps.  
*Wilson*; D. S. Richardson, Mrs. Richardson, L. R. Edwards, E. P. Tucke.

The President, on motion, appointed Messrs. C. H. Wiley, D. S. Richardson, and S. Lander, a committee, to report business for the Association. After a short retirement, the Committee made the following report:

Order of business, for Wednesday, Nov. 14th: 1st, election of Officers; 2nd, Report of Committee on Graded Schools; 3rd, Report of Committee on Normal Schools, and discussion of Normal Schools; 4th, Speech of Maj. D. H. Hill, Superintendent of N. C. Military Institute.

Messrs. D. S. Richardson, Saml. Lander, and W. J. Palmer were appointed a Committee to nominate officers.

The hours of meeting were fixed by the Committee on business at 9½ o'clock in the morning, 3 in the afternoon, and 7½ at night.

On motion, the Association adjourned to meet again, to-morrow, at the time fixed by the committee.

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#### SECOND DAY—MORNING SESSION.

Wednesday, November, 14th.

The Association met at 9½ o'clock, and was opened with prayer by Rev. W. H. Doherty. Several new members were elected and enrolled.

The first order of business being the election of officers, Mr. W. J. Palmer moved that the President be elected by ballot. The motion being carried, the President appointed Messrs. Palmer and S. Lander tellers. On the first ballot, Prof. C. W. Smythe was chosen President.

The committee appointed to nominate the remaining officers, reported the following, who were unanimously elected to the respective offices:

#### VICE PRESIDENTS.

Prof. W. C. Kerr, Davidson College,  
 Rev. Haynes Lennon, Columbus,  
 Rev. W. H. Doherty, Graham,  
 James A. Wright, Esq., Wilmington,  
 Andrew Conigland, Halifax,  
 Samuel H. Wiley, Salisbury.

RECORDING SECRETARY—J. D. Campbell, Greensboro.

CORRESPONDING SECRETARY.—C. C. Cole, Greensboro.

The next order of business being the report on graded schools, Prof.

Smythe, chairman of the committee, read an interesting report, which was ordered to be published in the *Journal of Education*.

On motion, the order of the day for 11 o'clock, the address of Maj. Hill, was postponed until to-night.

The Association then took up as the regular order, the subject of Normal Schools.

Rev. C. H. Wiley, chairman of the committee appointed to report on this subject, having no written report prepared, addressed the Association briefly, setting forth the necessity of improvement in the scholarship of our Common School teachers, and showing that we have no schools now in our State that meet the wants of these teachers. He then called upon the members of the Association to give their views freely, on the subject, that we may be able to determine what kind of schools will best supply the wants of the State.

Mr. S. H. Wiley offered some resolutions, in regard to the establishment of Normal Schools and, on motion, they were received, that the subject might be open for full discussion.

Prof. M. D. Johnston gave some account of the rise and progress of Normal Schools, in Europe, and in those of our States that have given them a trial. He is fully satisfied that these schools have done much to improve teachers and advance the cause of education elsewhere; and advocates the adoption of some such system in our State, so modified as to suit our circumstances.

The subject was then further discussed by Rev. C. H. Wiley, giving further views on the subject, and urging the Association to take some definite action, since the decision of a large body of practical teachers must necessarily exert much influence in determining the action of our State Legislature.

Mr. S. H. Wiley advocated his resolutions, stating that they had been drawn up in accordance with the views of many of those who have been long connected with Normal Schools, that have been in successful operation in other States. Having consulted them individually, and in concert, he wishes us to profit by their experience.

Mr. Alfred P. Gage spoke in opposition to Normal Schools, taking the ground that they do not furnish teachers properly qualified for our common schools; that these schools do not furnish an education, but simply supply them with rules and modes of instruction.

Mr. S. H. Wiley replied to these views at some length, showing that the experience of those who had been most interested and had been in situations to form correct opinions, proved that such schools, when properly conducted, furnish the best class of common school teachers.

Mr. John G. Eliot spoke in favor of furnishing some better means for qualifying common school teachers, stating that his experience as an examiner has convinced him that they need more accurate and practical instruction in the branches that they are required to teach.

Mr. N. M. Ray requested that the subject be placed before the Association in a more specific form, that we may be able to vote intelligibly on the question.

On motion, the Association adjourned to meet at 3 o'clock.



## AFTERNOON SESSION.

The Association was called to order at 3 o'clock, and the discussion of the subject of Normal Schools was resumed by Rev. W. H. Doherty. He gave some account of his own connection with such schools; he also made statements in regard to the operations and success of various schools, conducted on different plans. He then gave his views in regard to the plan upon which North Carolina should proceed in establishing a normal school. He also mentioned many of the advantages which we may expect to result from such a school.

Mr. J. B. Tallman spoke of the success of those teachers who had been educated in normal schools, in various states where they are in successful operation. He differed somewhat from the speaker who preceded him in regard to the plan, but advocated strongly the establishment of such schools, for the better training of our teachers.

At this point, a discussion arose in regard to making some change in the resolutions offered by Mr. S. H. Wiley. Messrs. C. H. Wiley, Dr. S. Richardson, A. C. Lindsay, and W. J. Palmer, took part in the discussion.

On motion, the resolutions were laid on the table, to give place for the following resolution, offered by Prof. Johnston:

*Resolved*, That a committee of six be appointed to prepare a plan for normal schools and report to the Association at its morning session to-morrow.

The resolution passed, and the President appointed Messrs. M. D. Johnston, S. H. Wiley, W. H. Doherty, W. C. Kerr, C. H. Wiley, and W. J. Palmer on the committee.

Rev. C. H. Wiley offered the following resolution, which was unanimously adopted:

*Resolved*, That His Excellency, John W. Ellis, Governor of the State, Rev. C. H. Wiley, Superintendent of Common Schools, and J. D. Campbell, Recording Secretary of the Association, be appointed to apply to the Legislature for an Act incorporating this Association, and for pecuniary aid to enable it and its Journal of Education more effectually to accomplish their important purposes.

Mr. S. H. Wiley offered the following:

*Resolved*, That a committee of three be appointed to advise with the State Superintendent of Common Schools, and aid him in introducing greater uniformity in text books.

The resolution was adopted and the committee appointed consists of Messrs. J. D. Campbell, S. H. Wiley, and D. S. Richardson.

On motion, the Association adjourned to meet at 7½ o'clock.

## EVENING SESSION.

The Association was called to order at the appointed hour, to hear the addresses announced this morning. The President introduced James A. Wright, Esq., of Wilmington, who entertained the large audience assembled with a chaste and elegant address upon the cause of education, and the advancements of the age.



Maj. D. H. Hill, Superintendent of the North Carolina Military Institute, at Charlotte, was introduced, and delivered an interesting and at times truly eloquent address upon the subject of Military education. The South is peculiarly a military and brave people, and military discipline develops virtuous principles, and makes good and law-abiding citizens.

On motion of Mr. A. C. Lindsay, the thanks of the Association were returned to Mr. Wright and Maj. Hill for the rich treat which they have given us, in their able addresses; and they were requested to place copies of these addresses in the hands of the secretary for the use of the Association.

On motion, the Association adjourned until to-morrow morning.

### THIRD DAY—MORNING SESSION.

Thursday, Nov. 15th.

The Association met at the appointed hour, and was opened with prayer by Rev. G. M. Gibbs.

The minutes of yesterday were read and approved.

Several new members were elected and their names enrolled.

Letters were read from Hon. John W. Ellis, Governor of the State, W. H. Owen, Col. C. C. Tew, and Rev. Messrs. N. McKay and L. Branson, giving reasons for their absence, and expressing undiminished interest in the success of the Association.

The resolutions of Mr. Wiley which were yesterday laid on the table, were, with the consent of the Association, withdrawn.

Rev. C. H. Wiley offered the following resolutions, which were unanimously adopted.

*Resolved*, That this Association have heard with profound regret of the death of Rev. J. H. Brent, an active and efficient member, a laborious Minister of the Gospel, and a kind and courteous christian gentleman.

*Resolved*, That these resolutions be recorded in the minutes and a copy sent by the Corresponding Secretary to the bereaved family of our departed friend, with the assurances of our sympathy in their and our loss, but which, we humbly trust, is the infinite and eternal gain of the departed.

The committee appointed yesterday to report a plan for Normal Schools for North Carolina, presented the following report:

The committee appointed to prepare a plan of Normal School or Schools for the education and training of teachers recommend:

1. That the State be divided into five districts.
2. That the Board of county Superintendents of common schools of any ten or more counties in one district be authorized to appropriate from the school fund in their respective counties an amount sufficient to employ one or more teachers, on these conditions, *to wit*: That the people furnish buildings, furniture and apparatus, and the school fund be liable only for the salary of teachers.
3. That each school be subject in part to a board of control, consisting of the Chairmen of the counties contributing, and to the visitation and supervision, &c., of the General Superintendent of Common Schools.
4. That the board determine the number of pupils, and then allot these to the counties according to the sums paid by each.
5. That the free pupils be selected by the Examining Committees.
6. That pay pupils may be admitted.



This plan was discussed at considerable length by Rev. C. H. Wiley. He considers it the most feasible plan that can be adopted; and that the voluntary action of counties will cause the people to feel more interest in the operations and success of these schools.

Pending this discussion, Mr. Wiley moved that the order of the day for 11 o'clock be postponed until 7½ o'clock, P. M. The motion was carried.

Maj. Hill then arose and opposed the plan proposed by the committee on the establishment of Normal Schools. He is in favor of beginning with the University, and giving that Institution its proper position, before we spend any money upon Normal Schools. He thinks we should regulate the head, and that will direct the feet.

Prof. Kerr thinks that the question is not whether we shall have Normal Schools or not; that we are almost unanimous in opinion on this point. It remains, then, only to decide upon such a plan as will give efficiency to such as may be established. We must improve our teachers, and the plan proposed, if carried out, will prove efficient.

Prof. Johnston gave his views in regard to the plan, and asked the members of the Association to discuss the subject freely and fully, and that all who object to the plan will state their objections now that all may understand the merits of the plan before we vote upon it.

Mr. Wiley gave some further explanation of the plan proposed, and answered some of the objections presented by Maj. Hill. He argues that we are under obligations to build up the University and make it, what it should be, the head of our educational system; but we are under equal obligations to attend to the interests of our common schools, and to provide for their efficiency in educating the masses of the people.

Maj. Hill gave some explanation of the views he had expressed, stating that he wished to aid in elevating the masses, and only differed as to the method of accomplishing this end.

The President made a few remarks on the subject under discussion.

Mr. S. H. Wiley spoke of the immoral and infidel sentiments of many of our common school teachers, and the influence that may be exerted by normal schools in correcting this evil.

On motion of A. C. Lindsay, the report of the committee was adopted.

Mr. S. H. Wiley then offered the following resolution, which was adopted:

*Resolved*, That a committee of seven, of whom the Governor of the State, and the Superintendent of Common Schools, shall be two, be appointed to lay the plan proposed by the committee on Normal Schools, and adopted by the Association, before the legislature, and with the Assembly, aid in perfecting and carrying it out in detail.

The President appointed, in accordance with the above resolution, Gov. Ellis, Rev. C. H. Wiley, D. A. Davis, W. H. Doherty, D. S. Richardson, W. W. Holden, and S. H. Wiley.

The committee on the Journal of Education made a verbal report in regard to its condition and prospects.

The following resolution, offered by Rev. C. H. Wiley, was unanimously adopted.



*Resolved*, That the By-Laws be so amended as to provide for an additional standing committee, to be called the committee on Military Schools, and to consist of five members.

The following standing committees were announced by the President :

ON COMMON SCHOOLS.—Rev. C. H. Wiley, Hon. John W. Ellis, D. S. Richardson, A. C. Lindsay, E. F. Sanderson.

ON JOURNAL OF EDUCATION.—J. D. Campbell, Rev. C. H. Wiley, D. S. Richardson, S. H. Wiley, W. W. Holden.

LECTURES AND ESSAYS.—S. H. Wiley, C. C. Cole, Rev. W. H. Doherty, W. C. Kerr D. A. Davis.

EDUCATIONAL STATISTICS.—Rev. C. H. Wiley, J. H. Mills, M. D. Johnston, N. M. Ray, E. P. Tucke.

MILITARY SCHOOLS.—Maj. D. H. Hill, Col. C. C. Tew, Rev. W. B. Jones, J. G. Eliot, W. F. Alderman.

Mr. Richardson, offered the following resolution :

*Resolved*, That a committee of three be appointed to present before the next meeting of our Association, a report in regard to text books for use in our High Schools.

The resolution was adopted, and Messrs. D. S. Richardson, N. M. Ray, and S. Lander were appointed the committee.

Mr. W. J. Palmer offered the following, which was unanimously adopted.

*Whereas*, We deem it highly important for the promotion and advancement of the Educational Interest of the State, to sustain a periodical devoted exclusively to the cause of Education—therefore,

*Resolved*, That we recommend the North Carolina Journal of Education as worthy of the patronage of the friends of Education throughout the entire State.

On motion the report on the Journal was made the order for three o'clock.

On motion of Mr. S. H. Wiley, Mr. W. J. Palmer of the Institution for the Deaf and Dumb, and the Blind, was requested to address the Association, in relation to the Institution over which he presides, after the reading of the Essay to-night.

On motion, the Association adjourned to meet at 3 o'clock, P. M.

#### AFTERNOON SESSION.

The Association having been called to order, Mr. S. H. Wiley offered the following resolution :

*Resolved*, That a committee of five be appointed to report upon the propriety of establishing District Associations, auxiliary to the State Association. Committee to report at the next annual meeting of the State Association.

The resolution was adopted, and the following committee appointed, viz : S. H. Wiley, Andrew Conigland, N. M. Ray, W. J. Palmer, and A. C. Lindsay.

The regular order of business being the Journal of Education, J. D.



Campbell proposed that the Association endeavor to secure an Act of the Legislature, directing the Literary Board to subscribe for a copy of the Journal for each school district in the State, to be paid out of the school fund before division. And on his motion, the standing committee on the Journal was directed to present the matter to the Legislature.

The Association also passed a resolution requesting the Examining Committees of the various counties to urge the teachers, who come before them for examination, to subscribe for the Journal.

Rev. C. H. Wiley moved that the Executive committee be directed to publish the proceedings of this meeting, and the addresses delivered before it, in pamphlet form, as soon as the funds of the Association will allow it.

On motion of Mr. Lander, the resolution passed this morning in regard to text-books for High Schools, was reconsidered. Mr. Lander then offered the following as a substitute, which was adopted :

*Resolved*, That the Executive committee appoint a sufficient number of members to examine text books for high schools, each member to report to the next meeting of the Association on the text books pertaining to some particular branch of learning.

Maj. Hill moved that a committee of three be appointed to memorialise the Legislature in regard to the high tax on teachers' salaries.

The motion was adopted, and Messrs. Hill, Palmer, and Lander were appointed to attend to the matter.

The subject chosen for discussion at our next meeting is, "The propriety of employing a larger number of female teachers in our common schools;" and Messrs. C. H. Wiley, W. B. Jones, and A. P. Gage, were appointed to present the subject to the Association.

The Association adjourned to meet at 7½ o'clock.

#### — EVENING SESSION.

The Association met at the hour appointed, and the exercises were introduced by the reading of the Essay of Mrs. D. S. Richardson, on the Fine Arts, by Rev. W. B. Jones.

On motion of Mr. Wiley, the thanks of the Association were returned to Mrs. Richardson for her beautiful and elegantly prepared essay, and a copy requested for the use of the Association.

Mr. Palmer made a short address in regard to the instruction of the Mutes and the Blind, and urged upon the members of the Association the importance of having this unfortunate class in all the communities of the state educated. The State has made ample provision for the education of all, by providing funds for those who are not able to pay.

After making some remarks, Rev. C. H. Wiley offered the following resolutions which were adopted by a rising vote :

*Resolved*, That the thanks of the Association be tendered to the committee of arrangements in the city of Wilmington for their kind and constant attention to the comfort of the Association; and to the people of the city for their generous hospitality.

*Resolved*, That the thanks of this Association be tendered the Wilmington and Weldon, the North Carolina, the Atlantic and North Carolina, the Raleigh and Gaston, the Western North Carolina, the Wilmington and Manchester, and



the Wilmington, Charlotte, and Rutherford, Rail Roads, for their courtesy in passing delegates to and from this meeting for one fare.

*Resolved*, That the thanks of this Association be tendered to the President and Secretaries for the ability and efficiency with which they have performed their duties.

The President made a few closing remarks thanking the Association for the kind and harmonious manner in which they had transacted the business brought before them.

The Association adjourned to meet at the call of the executive committee. Closed with prayer and the benediction by Rev. A. Paul Repton.

C. W. SMYTHE, President.

J. D. CAMPBELL, Secretary.

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## HOME EDUCATION.

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We may have many labored essays on the duty, responsibility and qualification of teachers. Enough has been said to produce a quaking among them, and the newly enlisted in the army of teachers—young, inexperienced and undisciplined—fear as they enter the door of the little log-cabin school house that they will be vanquished by a dozen saucy tow headed boys, or a group of little shy half grown girls. But we care not how well qualified the teacher may become, or how sensibly he may be made to feel the weight of his responsibility, we think it would be well if the artillery of authors were pointed in a different direction, at least for a time. In the rear of the army is a reserve guard, which should not be permitted in an uncertain struggle to rest idly, but should be brought into action and made to do their part in the contest. We refer to parents. We like the terms responsible, qualified, action, diligent, &c., applied to teachers, but want the same applied to parents. We would at least have them feel that they are co-workers in the education of their children and not mere overseers or employers of others who are to do the whole work.

We have little dictionaries with their brief definitions; so is the mental vocabulary of some with whom the term education means only "book learning;" but for important terms we like the unabridged and complete. Then let us take Webster's definition in full:

"Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper and form the manners and habits of youth, and fit them for usefulness in their future stations."

Webster is good authority, and he says education relates to the manners, the character and the habits, as well as to the understanding. And do not parents require more of the teacher than mere imparting of instruction? He must preserve order, check rudeness and inculcate wholesome morals by precept and example. It is here the teacher needs assistance, for these are his most difficult tasks. It is much easier to solve a problem in mathematics, than to adjust amicably the schoolboy quarrels, much less difficult to make a child perceive the agreement or government of words, than to make him understand his social relations



and his moral obligations, that he may both agree and be governed.

How ineffectual is the influence of the teacher if it meet a counter current at home. Reprove a boy for swearing whose father swears in his presence and will not the reproof glide from the boy's mind like oil from a varnished surface? Attempt to check the turbulent disposition of a scholar who is accustomed to broil at home, and how far beyond your eyesight will gentleness characterize him? Try to counteract the evil influence of jealousy instilled in the mind of a child at home, and can you convince such a one that every laugh is not a jeer at him, and every whispered word not something concerning him? Every shade of moral influence at home is a stone well masoned in the great structure of character which will stand in after life as one erected to the honor or disgrace of the parents.

And let fathers and mothers remember that it is the little acts of life that speak to the mind of the child. An incident once came under our own observation that left its impress on our memory, and we doubt not on that of the child also. A little boy needed a new book, and not doubting but that the father (who was wealthy) would willingly purchase a ten cent book when necessary, it was handed to the boy to take home with the request that he would tell his father what the teacher said about his needing it. The little fellow went off delighted with the prospect of a new clean book, but what was our surprise the next morning after commencing school to see the little fellow approach us with tears running down his cheeks, sobbing so he could hardly speak, as he handed us the book, saying his father said he would'nt let him have the book "till he could see about it for he didn't believe the teacher said he needed it." What! tell the child he had no confidence in him! What surer way to destroy all truthfulness? The influence of home manners and home conversation, how they leave their indelible impressions. The habits and the speech of children how much soever covered in after life are always detected in the man. Many an awkward gesture, many an awkward sentence can be traced back to the nursery, which the persevering effort of years has failed to correct; as a person once laughingly remarked, "he might repeat to himself the principal parts of the verb to go, every hour in the day, and yet he invariably would in conversation say, "has went."

The branch *industry* must be taught at home, and, depend upon it, parent, without this for a foundation your child will ever build upon the sand. Keep your children healthfully employed always. We know some say that laziness is constitutional, and one of the laziest men we ever saw said it was a disease, and he had it; but we believe there is more truth in saying it is a habit. Our observation confirms this, for we never knew a man or woman to become indolent who was trained to industry in childhood. There is one class of educators with which our country abounds, and so many of our youth are under their influence that we wish we could warn in trumpet tones every parent from Maine to California against them. We speak of our street educators. Would the good father know why his boy is daily getting farther from the circle of his influence and control? Let him ascertain where he spends his evenings and in what company and his inquiry will be answered. But the sin is not altogether the child's, he was permitted.



to form a taste for the streets when something better might have taken its place. Let parents make home attractive to children, which may be done in a thousand ways, and they will then turn to it as to their natural magnet. But there must be cheerfulness at home and amusement there to suit their feelings; and rarity to suit the nature of the child. Judicious parents will never lack ingenuity to make home attractive; better let them romp over the parlor carpet and play ball to the great danger of the looking glass, if necessary to avoid street education, which is worse than pestilence, and as contaminating to the soul as this is to the body.—*Indiana School Journal*.

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## COMPARATIVE PHILOLOGY.

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### NUMBER FOURTEEN.

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The languages of Indo-China or Farther India may be divided into three classes; the Annamese, the Tai or Siamese, and the Burman, the last, with its kindred dialects, belongs to the Sub-Himalayan or Bhotiya class. The first two classes will form the subject of the present essay. The present kingdom of Annam extends from cape Cambodia  $8^{\circ} 25'$  nearly to the tropic of Cancer, and is bounded north by China, east by the China Sea, and west by a line of mountains separating it from Siam. It contains the provinces of Tonquin, Cochin China, Tsiampa, succeeding each other from N. to S., and lying in the narrow belt between the Annam mountains and the the sea, together with the rich valley of the Mekong, containing Cambodia and a portion of the country of the Laos tribes. These last occupy the high country on the borders of China and are found also in Siam and Burmah. The names Annam and Cochin China are of Chinese origin. An-nam or Ngan-nam, pronounced in Canton On-nam in the country An-nam signifies according to Prof. Schott the quiet south. Tonquin Tung-king, Annamese Dong-kin, means the Eastern residence.—Cochin China is a European corruption of Tschentsching with *Co*, kingdom prefixed. Tsching is a strong city.

The ruling Annamese people live in Tonquin and Cochin China, where the language is spoken in its greatest purity. In Tsiampa is a people, who once lived in Java and have a dialect somewhat different. Its native races present us with very little that is interesting in character or attainments, but its language from its position and characteristics is one of interest to the Philologist. My principal authorities are three Essays of Prof. Schott published in the Transactions of the Berlin Royal Academy in 1855,—6 and-8, together with Prof. Mullers Turanian investigations.

It possesses no native literature: whatever it has, is of Chinese origin. Its language, unlike the other languages of the peninsula, is written with sinograms or word characters similar to the Chinese of which about 3000 are used. These characters are partly borrowed from the Chinese, and partly formed from these by a union of characters.

Its phonetic system is richer in vowels than the Chinese and in



wealth of consonants it compares with the dialects of Canton. It has six of the accents or tones, which play so great a part in the languages of S. E. Asia and form with the same characters so many different words. Thus *ma* signifies but, curse, horse, sepulchre or cheeks.—Its vocabulary is largely composed of Chinese and its forms bear strong resemblances to those of China, yet there is sufficient evidence that it has an independent existence, and is, to say the least, only a sister of that tongue, at an age when they were crossing the Highlands of Asia together. Numerous as are these Chinese words, yet for the larger part of the conceptions expressed by them are given native words, which contend with them for the supremacy. The cardinal numbers and pronouns the chief tests of relationship, the most of the particles and all expressions which do not mark high abstractions have nothing in common with the Chinese except their monosyllabic character, or so far as they are composites, are the union of two roots without the least change. This independence is further shown in the use of the characters. When a word is borrowed from the Chinese it is written with the Chinese character, but in his own tongue the Annamese chooses a sign, which with a similar pronunciation has a different, signification: e. g. *ko* (Ann.) neck is expressed by *ku* (Chin.) antiquity, *dem* Ann. night with Chin. *tian* (Canton *dim*) a booth or stall. The name of the idol But, derived from Buddha—is written with a character for *po*, *pot* a constellation. The same *but* is found in New Persian and Turkish.

The Annamese also forms of two already existing signs a third of which one portion gives the signification the other the sound: e. g. nose is *mui*. This is written with Chin. *pi* nose and *mui*, singuli, one by one. *Bo* ox is written by Chin. *nieu* ox and a character signifying good. The phonetic part may be placed above, below or on either hand. These unions differ from similar cases in Chinese in this, that here the whole together expresses no more than that which in Chinese gives the conception, while the other part is added to fix the Annamese sound; while in Chinese such unions generally express a new idea. This is sometimes the case in Annam.

In consonantal changes and substitutions it corresponds with the dialect of south China, it has also others which are peculiar to itself: e. g. that of Chin. *mi* into *dj*. The Fukian Chinese dialect gives frequently *b* for *m* so that the intermediate form is *bj* as in Tibetan. The Tibetan forms, in numberless instances, the link between China and southern Asia. A change in Ann. without example in Chin. is *s* for *l*.

The language is poor in the means of expressing grammatical relations. Through the union of two root words new conceptions may be expressed and those already existing explained. The explanatory words contrary to Chinese custom are placed first. They are especially *kon* son in living, *kai* female animal in lifeless things. This too differs from Chinese usage where *ir* son accompanies lifeless things.

In the cultivated language of China, the genitive relation is denoted by a particle, which according to Schott as quoted by Garnett, "originally expressed a relation to something preceding, a sort of relative pronoun—but now becomes an exponent of a genitive relation.

This is a usage, which we shall hereafter see, runs through nearly



all the languages of the earth. In the Canton dialect and in Annamese this relation is determined by position, with the difference that in the latter the governing word, as also is the case of substantives with adjectives, goes before, as *sacong* book of the Lord, *kua tot* thing. The direct object is shown by its position after the verb, the indirect or dative by a particle which is a verb and signifies give.

For each numeral there are two forms, a borrowed south Chinese and a native. None of the latter are lost and they are essentially different from those in any of the neighboring languages. They find a satisfactory comparison only with the Munda or Kole dialects in southern Hindostan. I give some examples for comparison :

	1	2	3	4	5	6	7	8	9
Chinese, i, yut; eul, ni; san, sam; sse, si; u, ung; lok; ehbat; po, put; kieu.									
Siamese, nung, song, sam, si, ha, hok, chat, pet, kau.									
Annam. mot, hai, ba, bon, nam, san, bay, lam, ehin.									
Munda, maid, mid; nai, pai, ponia, mone, tuna, aya, iral, are.									

The Kiranti, at the foot of the Himalayas, gives 7 *bagya*, which compared with Annamese *bay* and Munda *aya* would seem a primitive form. Six in Arracan is *sauk* which form is almost identical with the Annamese. Compare here *khyauk* Burman, *krok* Garo, *tuk* a stem of the Himalayas, *drug rug* Tibetan lok Chin. *ruk* and *hok* of the Siamese.

The *nai* of the Munda could be a bridge from the *hai* of Ann. to *ni*, *nit*, *nis* of the Chinese, Burmans and Tibetans.

The pronouns yield similar results.

	Annam.	Munda.	Siam.	Chinese.
I. <i>toi</i> .		—	—	—
Thou. <i>mai</i>		<i>uma, um, am,</i>		
He. <i>no.</i>		<i>uni, ini.</i>	<i>nan, that.</i>	<i>na, that.</i>
This. <i>nai.</i>		<i>ni, imi.</i>	<i>ni.</i>	
<i>ki.</i>			<i>kao.</i>	<i>ki.</i>
That. <i>ai.</i>		<i>ai, aya, he.</i>		

Muller thinks the Munda an earlier race than the Tamulie races, who now inhabit southern India.

These facts all seem to indicate that the first emigration found its way into S. E. Asia down the rivers, spreading right and left through the Mekong, the Irrawadi and the Bramaputra vallies and that an early race once extended from China to the Dekhan which was afterwards overlaid by the Tamulie, Tai, &c.

The Annamese and the Munda stand in S. E. Asia, like the Basques and Finns in Europe, reliques, perhaps, of a once widely extended race.

The Tai or Siamese languages, with much uniformity of character, extend in several dialects, under a diversity of governments, over a wide extent of territory. They are found along the Menam, the Sawen, the Irrawadi and its branches up to the sources of the latter river, through 14° of latitude. Their most extensive and best known territory, is the kingdom of Siam. Four different languages of this class are tolerably well known viz : Ahom (Shyan), Lao and Khamti



to which Muller, probably incorrectly, adds the Cassia. Of these the Khamti is the most northern, yet distant as it is from Siam nine tenths of the fundamental words coincide in both dialects. These dialects have alphabets ultimately derived from the Sanskrit character. They are in respect to structure, monosyllabic as far as any language can be. They know nothing of phonetic assimilation or of the suppression of certain sounds through the influence of others and they have, the so-called accents excepted, no significant change of sound. Contracted words are only apparent as each portion still preserves its accent. The separation of many conceptions through significant tones of the voice forms an essential part of their character. In Siamese there are 5 of these, *tonus rectus*, *circumflexus*, *demissus*, *gravis* and *altus*. As a farther illustration in Khamti *ma* with a rising tone signifies a *dog*, with the falling *to come*, with an abrupt termination a *horse*. In Siamese *khai* with different intonations may mean *who?*, *egg*, *fever*, *to open*, *rough*, *camp*, *to sell*. The tonic variation has a very wide extent and abounds most where servile particles and silent letters are least in use. It may be compared to the accentual distinction in English between nouns and verbs, and nouns and adjectives &c., as *attribute*, *to attribute*, the month *August*, an *august* person &c.

According to Schott, what the monosyllabic languages distinguish by these intonations is, that the union of two stem words never has grammatical signification; that is, they never rise from the formation of conceptions to word formation. Where definite classes of words (parts of speech) enter, these accents fall away.

The Tai language in native speech is called *phasa thai* language of the free, or Sayama *phasa* Siam language. *Thai* is a native word for free, *phasa* Pali for language. Sayama skr. *syama* brownish from which come Siam and Shyan. Both Sayama and *thai* are of late use; the former, after the introduction of Buddhism; the latter, after their independence from Cambodia.

The Tai is divided into a common and higher or court language, better into a higher and lower style. There is a strong intermixture of foreign words, Cambodian, Malay and Indian. The latter meet us even in the particles. Many polysyllabic foreign words have received a monosyllabic form so abbreviated that many words of dissimilar meaning sound alike. The Siamese agrees with the Annamese in contrast with the Chinese in placing the ruling word before the ruled, the noun before the adjective the governing noun before the genitive. It also agrees with it in possessing fewer particles expressing grammatical relations than Chinese. The structure of the sentence exhibits a greater want of freedom and the circle of thought is more limited here than there. This may be explained by the lower mental position of these races and the want of a native literature.

Conceptions formed by composition are of three kinds; first, the portions signify something like or similar and stand also in apposition; second the union of two concretes awakens an abstract conception as *ngyen-tong* silver-gold, money in general, *kao-pla* rice-fish, food in general; third, the parts stand in the genitive relation. If a composite of the second class is made the object of the verb it is re-



peated before each part as *kin-kao kin-pla* to eat rice, to eat fish, to eat food.

Among the genitive composites those are especially worthy of notice which are formed by means of *nam* water, *me* mother and *luk* son. Examples: *nam-nam* water of the breast, milk, *Nam-pung* water of the bee-honey. *Nam-tal*, water of the palm, sugar. *Nam-ta*, water of the eye, tears. *Me-nam*, mother of waters; *me-hlek*—of iron, magnet *me-reng*—of power, the vice, Compare Arab. *umul-tariq* mother of the way, principal street. Mother is to the Siamese the image of the creative productive supporting being, the necessary foundation, the condition of motion and of action. Even masculine callings appear as a mother's vocation: e. g. *me tap* mother of the host, *me kong*—of the band, or general, commander. Pallegoix quotes two Siamese verses which read in his translation, "The earth cannot bear the merits of a mother; they shine like the sun." "If you should weigh the firmament and the earth, together with mount Meru, they will still be lighter than the merits of a mother."

*Luk* son in contractions signifies a thing produced by another, as *luk mai* son of the tree, fruit; sometimes a thing sent forth from another, as, *luk-son* child of the bow, arrow; *luk-bun*—of a gun, ball; *luk-chang* sons of pay, day laborers. This usage of language is found in many different tongues, as, Hebrew, Magyar, Yakute, Tibetan and Celto-British. In the latter *mab-arar* is son of the plow, the wood set into the plow-iron.

Gender in inferior animals is shown by an adjective, *thuk* for male, *me* for female, otherwise it is not expressed. Examples *ma* a horse *ma thuk* Masc. *ma-me* Fem. A cat, Masc. *mian-tuk*; Fem. *miau-me*.

Number is shown by the use, of the numerals. It has another peculiarity common to all the languages in its neighborhood, not unknown in our own, that of connecting with the numerals a peculiar word for each class of objects, as we say, five *head* of cattle, nine *sail* of ships. This idiom is found largely developed in Malay, Also in Burmese, Chinese, and Mexican. Thus the Malay says, fire arms fifty pieces, swords forty stake.

The cases, so far as they exist, are shown by prepositions, that is by particles going before the nouns.

This compared with the Lohitic use of postpositions indicates the same stage of grammatical growth as appears between the ancient and modern languages in Europe in the change from post-affixed pronominal roots to the use of prepositions and auxiliaries. It is the effect in part of ancient culture, traces of which are still seen among the Laos tribes. In Khamti the pronouns are the only words that admit of a plural, e. g. *kau* I, *hau* we; *mau* thou, *mau-su* you; *man* he, *man khau*, they. There are numerous words used as pronouns, according to the rank of the person, but which are really nouns meaning servant, lord, &c. The tenses and modes are expressed by particles denoting completeness and futurity as *kau kin*, I eat; *kau kiu yau*, I have eaten; *kau ta kin*, I shall eat.

A comparison of the Tai numerals and pronouns with those of the Chinese, Tibetans, Bhotiyans and other tribes around them sustain the opinion of Prichard that all the nations from the Chinese wall to the



Brahmaputra and the Arian races of India radiated from the table lands of Tibet and Bhotan south of the Kuen Lun.

The evidence of language shows that the Tai dialects separated first from the common stock after the Chinese. C. W. S.

LET THE CHILDREN SLEEP.—“We earnestly advise all who think a great deal, who have infirm health, who are in trouble, or who have to work hard, to take all the sleep they can get, without medical means

We caution parents, particularly, not to allow their children to be waked up of mornings—let nature wake them up, she will not do it prematurely; but have a care that they go to bed at an early hour; let it be earlier and earlier, until it is found that they wake up themselves in full time to dress for breakfast. Being waked up early, and allowed to engage in difficult or any studies, late and just before retiring, has given many a beautiful and promising child the brain fever, or determined ordinary ailments to the production of water on the brain.—

Let parents make every possible effort to have their children go to sleep in a pleasant humor. Never scold, or give lectures, or in any way wound a child's feelings as it goes to bed. Let all banish business and every worldly care at bed-time, and let sleep come to a mind at peace with God and all the world.

TRUE GLORY.—“Let us remember that the true glory of man is to fulfill man's duty, and well and wisely cultivate the faculties which God has given. Or looking back over the journey of life, to feel that we have lost no time, that we have not lingered by the way, either to pick up its weeds or to slumber, that all our steps have been upward, and that when we have climbed at last that ridge of ascent from which man sees both worlds at once, we have the consciousness that we have not neglected that nobler portion of our nature, which is destined to flourish in immortal youth, unhurt amid the war of elements, the wreck of matter and the crash of worlds.”

PARENTAL INFLUENCE.—The parent is not to stand reasoning and calculating. God has said that his character shall have influence; and so this appointment of Providence becomes often the punishment of a wicked man. Such a man is completely selfish. I am weary of hearing such men talk about “their family.” they must provide for “their family.” Their family has no place in their real regard: they push for themselves. But God says, “no! you think your children shall be so and so; but they shall be rods for your own back. They shall be your curse. They shall rise up against you.” The most common of all human complaints is, parents groaning under the vices of their children! This is all the effect of a parental influence. CECIL.

“Henry, you ought to be ashamed to throw away bread like that. You may want it some day.”

“Well, mother, would I stand any better chance of getting it then, if I should eat it up now?”



## THE BENEFITS OF CLASSICAL STUDY.

BY G. W. JONES.

*It gives the power of expression.* I answer this to those who urge the study of English composition in our colleges. The student has an idea presented. His work is to express it in English—to give its true and full meaning, to bring out the shades of thought. It is a fixed conception—he must express it. That given, he must make it plain; he cannot drop it or change it. The difficulty must be met—is met,—overcome. The strain is for the exact words, those which will make every feeling stand fully out. In one's own composition words often suggest the form and even the substance of the thought. In translation the *thought* is given—it must be expressed.

But the exercise is graduated to capacity, the simplest sentence and the most complicated combination. The practical use of good forcible, accurate English is constantly cultivated. Could anything be better than this double study—what a given clause means—how to express its meaning with accuracy and grace. I put classical study first in this office.

It teaches us the meaning of our words, and the principles of our own language. Not only in the use of English is classical study a benefit, but a large part of our words are from the Latin, and our terms of science from the Greek. The composition of the words thus known, and the meaning of the parts, the whole is comprehended. Not but there are fine writers who never saw Latin; they might have been still better with that knowledge. This for the words. For the principles I need scarce remind you how much more rapidly a boy who has studied Latin takes up his English grammar than one who has not had that privilege. A bird's eye view gives the plan of a city best—we see not well that which is close to us. We learned our English, when children, not by its reasons, but as facts; in Latin we ask the cause, the principle: English by synthesis, Latin by analysis. Analyze English? There's not incentive enough to it. "Parsing" is always the driest thing in school. But with a Latin sentence, when the elucidation of it depends on this same analysis, the work is pleasant and well done. The Latin has this advantage, that of itself it asks the questions, while the teacher does it in English. The French and German can be understood without analysis, and thus are nearly useless for this work. The reasons in particular cases known, the generalization is easy and natural—the principles of that language, of language in general, and of English are made known.

It cultivates the taste and the finer parts of man's nature—that delicate and quick discernment of what is pure and true and beautiful and appropriate. For this is needed a love of these qualities themselves, a quick perception of their presence, a nicely balanced and well-trained judgement. Whence can better be derived this quick perception, whence better this nice judgement, than from the study of the classics, wherein the mind is constantly called on to settle delicate questions, and to draw fine distinctions, wherein analysis and comparison are the continual work. He who is thus trained to see, will see. He who has



thus been trained to judge, will judge well. But further—the classical student has not only learned to recognize beauty, truth, purity, due proportion, fitness; but he has learned to love them also, and to discard the gross and false. We go to Greece and Rome for our models in statuary and painting and architecture.

In the fine arts they were our superiors, are still our teachers; and is it thought that a people having such power of expression, such purity, beauty, skill, perfection in expression, by outward signs, in paint and stone, should be less skilful, less perfect, when that other and more noble instrument, spoken and written language, is used? Could a people of such fine conceptions be compelled to use a coarse language from their inability to invent a refined one? Nay, the thought grows, is shaped, by its expression. The two are joined. Or is it thought that a high sense of beauty and purity could exist in a coarse mind, or that a fine mind could indulge in a coarse language? Nay, this art too was cultivated beyond us, and all the world have so judged these many centuries. The decision is rendered with emphasis when our most learned still read with increasing delight the works of those old poets and orators. They praise them most who have studied deepest. Few appreciate—smatterers decry; but deep examination brings out beauties, treasures sufficient for all men and all time—a perennial spring. Beautiful thoughts in the finest language have been the student's study. Association shapes our characters; things distasteful at first, by familiarity grow to be enjoyed; and this not less of virtues than of vices. The excellence of purity is perceived when the thing itself is understood. The hideousness of error and the gladness of truth are apparent to the sharpened intellect; and, when compared, hatred for the one and love for the other spring up of the full understanding. The mask torn off, all things are in their true light. The classical above all languages presents such imagery—the imagination grows with its perusal. Those languages were written in the world's youth, when its pulses were quick, passions strong, fancy furious. We excel in science, in cool reason—they in fancy reason on fire. But it was a fancy bridled by delicacy and excellent taste and good sense—we put whip and spur to ours to get out a moiety. The heart swells for joy at the great thoughts. The whole man is awakened, and all the finer feelings stirred up at the mighty portraiture, true, sublime; the flash of wit, the thunder of passion, the joy of victory, the detestation of error and wrong, and the love of truth and justice.

It introduces us to the great family of scholars—not only those who have spent their time and strength in classic criticism and research, but those also, who having been first educated under these influences, have devoted their lives to other pursuits. The latter we can better understand from looking at things from the same standpoint. The former give us the direct results of their works, and enlighten us by their conclusions. Yes, we are made brothers with all the learned, and, if good society in general be of use, how much more so this best and noblest. There, all the sublimity of the associations clustered about old institutions in this connection. There the practical benefit that we feel and think in common with these great and honored men. There the thought too, that we are listening to the wisest of the an-



vients, in the very words they uttered. Does it add nothing to the force of the parables and the discourses of our Saviour, to hear them read just as his own listeners recorded them? Do we see things with most pleasure face to face, or through a dull glass? Which do we look on with most interest, which gives us the truest idea, the genuine statue, or the plaster model? Nay, with our brethren, let us look at originals, hear originals, feel originals.

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### OUR SCHOOL HOUSES.

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There has been, for the last few years, a great deal spoken and written in regard to the obstacles which impede the progress of Education in this State.

Some attribute the want of success in our free schools to the want of a larger school fund; others think that the incompetency of teachers is the reason why so little improvement is made; while others, still, say that the want of proper uniform text books is the great drawback.

Now we concede that all these do greatly hinder the progress of learning; but at the same time, we say there is another great cause of our failure to do what it was fondly hoped the system would accomplish. Our school houses are not by any means what they ought to be. And we think that one of the worst blunders which has been committed was the erection of improperly constructed houses.

We submit it to any candid person to say, whether they even approximate to what they ought to be. Numbers of them have never been finished, and even those that are fit for school rooms have never been properly furnished.

When a man turns his attention to farming and raising stock, he builds the proper houses for his grain and the proper sheds and stables for his cattle and horses. He sees that they have convenient troughs and racks. He knows that, without these arrangements, it will be vain to expect to reap any benefit from his labors. So of the mechanic—when he fits up his shop, he wants the proper tools and appliances all arranged in a good comfortable building.

How strange it is, then, that *parents* expect to have their boys and girls educated, without making the proper arrangements for their health and comfort. Many of our school houses are utterly unfit for workshops. Some have too few windows, others have smoky chimneys, while nearly all are deficient as to blackboards, seats, maps, &c.

Some will ask, perhaps, how are we to remedy these things? Our school fund is now so small, that we cannot have much school; how, then, are we to build houses? We say, give some of your own money for the purpose. Until people wake up and show a little more energy, our schools are obliged to languish. There is no need of taking the public fund if the citizens of each district will enter upon the work in the right spirit.

Suppose there are thirty voters in each district. Some are not able to subscribe more than \$5. A large class can pay \$10, while there may be some who can easily contribute \$25. In this way, \$400. or \$500.



can be raised, which will, if properly laid out, repair our houses or build new ones.

Perhaps some may reply, "We are not able to afford fine dwellings, why have costly public buildings?" We answer, that is no valid objection. What we want is to make the school room more attractive to the children. Hundreds of little boys and girls, who now almost hate school, would, if they knew they would be warm and comfortably seated, rarely ever dread to start to school. True, these things will cost something, but if done in a proper manner, will prove to be economy in the end.

If, however, the citizens of the several districts will not attend to this matter, the committees should. It is not only their right, but their duty. The law empowers them to "hire, purchase, build, or receive, by donation, a school house, of such form and dimensions as they may deem suitable," and the State Superintendent has decided that a Committee can build or repair houses on the faith of the public funds. So that if a committee contracts for a building or repairs, their successors are bound to fulfil that contract. Let committee-men then take hold of the subject; build houses that will be a credit to their districts,—such as their children will be proud to call "our school house," and that they, themselves, will not be ashamed of.

We live in an age of improvement, and if we would keep pace with others in advancement in the arts of civilized life, we must exert ourselves. A people to be good and great must be educated, and, in order to educate, we must be energetic, persevering, and determined. We must lay aside our prejudices and unite in the common cause. Until we do these things, we shall be out of the way of our duty.

CALAMUS.

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### WE THINK IN WORDS.

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Words stand in the same relation to ideas that figures do to all our calculations, and we therefore always think in words in just the same sense and to the same degree that we calculate by means of figures, for as all those sums total by which we estimate alike the size and distances of the stars, or our own expenditures, and profit or loss in any pecuniary transaction, so it is in words as the signs of ideas, that we argue and prove or disprove, form conjectures the most subtle and far reaching, or conceptions the most penetrating and profound.

Of course the idea of each simple number must lie in the mind back of the expression of that idea, and independently of it, nor does it matter what signs or sounds we make use of to express the conception of one, two, three, &c., provided they be uniformly the same, always used when the idea is to be expressed, and never on any other occasion. So there are certain elementary sensations, feelings and ideas, which lie in the breasts of all men, independent of words and back of them. But the moment we begin to reason or carry our thoughts far upon any subject we have to use words, and then comes a great likelihood of getting all our ideas wrong by means of a wrong term, just as in a complicated sum, where the mistake of a figure, in putting down or casting up, will



throw the whole of the subsequent calculations founded on the sum total into error. Every multiplication only makes the mistake larger and broader, and every division only intensifies it.

It is just thus in thinking we build all our advanced conceptions upon previous reasonings and conclusions, and these are formed by the aid of words, just as the sums total at the footing of our accounts are formed by casting up whole columns of figures and condensing them into one sum total. One difficulty in reasoning is, that the same word is used in many different senses, just as in numeration the figure six may indicate six, or sixty, or six hundred, or six thousand, according as it stands in the units, tens, hundreds, or thousands, place in the column. So the same word, in different connections, may mean half a dozen different things. It is here that the most serious mistakes in all reasoning occur. Men arrive at a conclusion that is perfectly logical and correct in *one sense* of the term used, but they suppose it true in every sense, and so fall into error. In abstract reasoning some term of an argument is very liable to be used inaccurately, and to lead to results and conclusions wide of the truth. It is thus that liberty, sincerity, free-will and fatalism are each arrived at as the result of seemingly most logical processes, according to the particular senses attached to the particular terms.

This shows us the use of an accurate and discriminating lexicography. As thoughts grow in a language, we want more and more carefully prepared dictionaries, classifying and arranging all the different senses which have grown up for every term, discriminating those that differ, and showing how each has grown from the root. A mistake in a definition is like a mistake in a table of logarithms to the mariner at sea. It may wreck him on a rock-bound coast. Webster or Richardson, or French or Worcester, are any of them accurate enough for common use, yet all put together are but approaches to what we want in the shape of a dictionary. Indeed, a perfect dictionary would be the digest of all the embodied thought contained in a language.

We see, too, the exact use of metaphysics. Robert Hall said well that their chief use was to correct their own abuses; that is, to discriminate between the various uses of terms, so as to prevent us from drawing our conclusions from a word used in one sense as if it were used in another. We may learn, too, the value of an exact and careful rhetoric. The study of the exact use of words and the accurate expression of ideas lies at the basis of all our progress in knowledge. The placing of a true thought in just language fits it to be the source of a thousand other thoughts and applications besides the one at first intended.—*Phil. Ledger*.

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BOOKS FOR COMMON SCHOOLS.—We expected to publish, in this number, an *official recommendation* of a list of text books for our common schools; but the General Superintendent being necessarily engaged, in Raleigh, about educational matters that are to come before the Legislature, we have not seen him since the meeting of the Association. He desires to secure greater uniformity in the books used, and will furnish a list, carefully selected, as soon as circumstances will permit.



## Resident Editor's Department.

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CLOSE OF THE VOLUME.—This number closes the third volume of the *Journal*. For three years it has made its monthly visits to many of those who are engaged in the noble work of educating the rising generation, in our good old State, and we hope it has been the means of accomplishing some good, of stimulating some teacher to renewed efforts, or of awaking in his mind new and valuable ideas.

It has had to contend with many difficulties, some of which have been overcome, while others are still in its way. But it has also received much encouragement, and its prospects are now much brighter than they were when the present volume commenced.

Our list of subscribers has steadily increased, from year to year and from month to month; and one of our chief discouragements now is a want of *writers* rather than of *readers*. Still we would request those who have hitherto aided in extending our circulation, to renew their efforts; we still need their assistance. And have we not acquired some new friends, during the year, who will lend us a helping hand? If we are doing anything, with our present circulation, to advance the cause of education, with double as many subscribers we must do at least twice the amount of good. And the many kind and encouraging words that we receive from our fellow teachers, lead us to believe that our labors are not altogether in vain.

The condition of our educational system, in which we include all classes of schools, is improving with unexampled rapidity, yet there is still room for improvement, especially in our common schools, and in the grade of scholarship in our higher schools and colleges. It shall be our aim to aid, so far as we can, in placing our state in the front rank in education, and we may expect a proportional advance in every other interest.

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OUR MEETING.—We give, in this No. of the *Journal*, the Proceedings of the meeting of our State Educational Association, held in Wilmington, on the 13th, 14th and 15th of November. Our readers will see, from the number and variety of subjects that came before the Association, that it was by no means an idle meeting. The number of members present was not quite so large as at some of our former meetings, but was larger than we expected at a time when there were so many causes operating to prevent their attendance. About thirty counties were represented, by nearly ninety delegates; and all who were there seemed to have gone in the right spirit, and with a desire to labor in the cause that had called us together.

The subject which claimed more of the attention of the Association than any other, was the establishment of normal schools, for the better training of teachers for our common schools. This subject has been more or less discussed at every meeting of the Association, since its



formation, but the nature of these schools did not seem to be sufficiently understood to justify any definite action, at an earlier period.

After a full and free discussion, the members were almost unanimous in the opinion that we need a class of schools, different from any now to be found in the State, to furnish a supply of well qualified teachers for our common schools. A plan for the establishment of such schools was adopted, and a committee appointed to lay it before the Legislature and endeavor to secure the passage of a law to carry it into effect. Should such a law be enacted, we will probably have one or more of these schools in operation, within a year or two; and will be able to furnish, to a portion, at least, of those who wish to become teachers, all the facilities for acquiring a suitable education.

An able report on "Graded Schools" was read by Mr. C. W. Smythe, of Lexington. We have not room for this report in the present number, but will publish it in the next.

We hope also to publish the excellent Essay, on the "Fine Arts," written by Mrs. D. S. Richardson of Wilson, and read before the Association by Rev. W. B. Jones. Mrs. R. has not yet furnished us a copy, but we expect to receive it in time for one of the early numbers of our next volume.

The Addresses delivered by James A. Wright, Esqr. of Wilmington, and Maj. D. H. Hill, of the N. C. Military Institute, at Charlotte, will be placed in the hands of the Executive Committee, to be published with the Proceedings, in pamphlet form, as soon as the funds of the Association will allow.

All the business was transacted in the most harmonious manner; and we believe all the members returned home much pleased with the meeting and with the friendly intercourse enjoyed with each other, and delighted with the cordial reception and kind hospitality extended to us by the citizens of Wilmington.

Our report of the proceedings is not as carefully prepared as we desired; but all inaccuracies in language &c. will doubtless be excused, when we state that we were compelled, on account of serious sickness in our family, to hand to the printers the notes, as written during the meeting, without having time either to copy or correct them.

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EXTRACT FROM THE GOVERNOR'S MESSAGE.—We publish below, that portion of the Governor's Message which relates to Education. It affords us much pleasure to find the Chief Executive Officer of our State giving so much attention to the interests of general education, even when there are so many things of a more exciting character to claim his official care.

Would it not be well for all of our citizens to take more interest in the proper moral, mental, and physical training of the rising generation, into whose hands we must soon surrender the destinies of our country?

Since the last Session of the Legislature, our system of public education, under the supervision of the able and zealous Superintendent of Common Schools, has been still further improved in its practical operation, and attended, perhaps, with greater usefulness than at any former period. Under the system the means of education, in the primary branches, are placed within the reach of every child of the State.



There was distributed to the several counties, for school purposes, by the Commissioners of the Literary Fund, in 1859, \$180,850.08, and a like amount the present year.

By virtue of a provision contained in the charter of the Bank of North Carolina, the Public Treasurer subscribed for the Literary Fund of the capital stock of that Bank, an amount equal to the stock belonging to the Fund in the Bank of the State of North Carolina, the charter of which expired on 1st of January last. In order to make payment of the first and second instalments of the newly subscribed stock, that officer visited the city of New York and negotiated a temporary loan, in specie, upon highly favorable terms, and such as could not have been procured otherwise than by his presence there. This loan has been since paid off by payments made upon the stock in the Bank of the State of North Carolina.

Our Common School System was established in the year 1840, before which time there was no instruction imparted in the State at the public expense. After an experience of twenty years it will not prove uninteresting to observe the extent of the influence of this system upon the general interests of education. And while it will not be pretended that the progress made within that period is wholly attributable to our Common Schools; yet, it must be confessed that they have been mainly instrumental in awakening among our people a lively spirit on the subject of education.

The following comparative statement exhibits, with reasonable accuracy, the extent of that progress.

	1840	1860
Number of male Colleges,	3	6
do of Female do	1	13
do of Academies & select schools,	141	350
do of Primary Schools,	632	4,000
Whole number of Schools and Colleges,	777	4,369
Number of scholars at College,	158	900
do do at Female Colleges,	125	1,500
do do at Acad's & select sch's	4,398	15,000
do at Primary schools	14,000	160,000
Whole number of scholars	18,681	177,400

Most of our Colleges and High Schools have been established by, and are now under the control of the several denominations of christians, which is a fact not to be regretted, since the natural friends of education are to be found among those who are engaged in the advancement of religion and morals.

Before closing with this subject, I would make brief mention of the two Military Institutions recently established at Charlotte and Hillsboro. Though not so classed, they maintain a standard of education, in the branches taught, fully as high as that which obtains in our best colleges. I respectfully commend these institutions to your favorable consideration, as worthy of the patronage of the State.

DELAYED—We have been unable to get this number of the Journal out as early in the month as usual for several reasons. In the first place, we could not commence with it until after our return from the meeting of the Association: for a week afterwards we were prevented, by sickness, from devoting much attention to it; and our printers were also interrupted by sickness among their hands.

The *January* number will probably be delayed a little also, as we are under the necessity, as yet, of making arrangements annually with the printers. We hope our friends will exert themselves a little, and try to enlarge our list of subscribers sufficiently to enable us to feel less anxiety about the pecuniary interests of the Journal.



**SCHOOL APPARATUS.**—The use of apparatus, for illustrating the subjects taught in our schools, does not seem to receive that attention, in our State, which it justly demands. In some of our colleges and a few of the high schools, may be found a pretty good supply of a apparatus; while in others, claiming to impart thorough instruction, we venture to assert that Chemistry is taught without a single illustration, Geography, without a globe and perhaps without a map, except those found in the text books; and the various other sciences, in which illustrations are almost indispensable, are treated in the same manner.

Instead of this being the case, the school house, even in every Common School district in the State, ought to be furnished with globes, out-line maps, and various other facilities for illustration. These could be obtained at a very small expense to each of those who are interested in the school, and the benefit to their children would be almost equal to all the other advantages of the school. Teachers who wish to have such things can do much toward having them placed in their school houses.

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**BANK QUESTION.**—We have received the following solution to the question published, some months since, in which a man wishes to make a payment of \$500, on a note in bank for \$1000, and wishes to know what amount must be put into the renewal note, for 90 days, as so to use the \$500, between the payment and discount. We give the solution with out examining into its correctness. We are compelled to omit the multiplications.

The discount on \$500, for 90 days is \$7.50, and the interest on \$7.50 for the same time is .1125, making \$7.6125 to be deducted from the \$500. for discount, which leaves \$492.3875 for the payment; and this taken from the \$1000. leaves \$507.6125 for the new note. In this calculation no days of grace are allowed. S. B.

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**MESSRS. E. H. BUTLER & Co.,** of Philadelphia, will please accept our thanks for the handsome "*Quarto Bible*," sent us, and for the elegant copy of "*The English and American Female Poets*," sent as a present to the *Editor's Wife*. The Bibles published by Messrs Butler & Co. cannot be surpassed in style by any publishers; and if the splendidly illustrated volume of Poems, before us, is a fair specimen of their work, it will be hard to find their equals, in getting up books for presents or parlor ornaments.

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**THE GUILFORD COUNTY EDUCATIONAL ASSOCIATION** held its regular meeting on the 1st of December.

The attendance was very good, and the teachers who were present seem to feel an interest in the progress of education in the county. More than half of the teachers of common schools in the county, are members of the Association, and its past success is a good indication of future usefulness. The next regular meeting will be held on the first Saturday in March 1861.

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You had better send a son unarmed and helpless into a wilderness of ferocious wild animals, than into the world without education.



CATAWBA.—A letter from the chairman of the Board of Superintendents of common schools of Catawba county, informs us that they have just organized a county Teachers' Association, with a fair prospect of success and usefulness. Every county in the State should have an association, in which all the teachers should take an active part.

ALAMANCE ASSOCIATION.—We owe this Association an apology for not publishing a notice of its meeting held some time since. The copy of the proceedings, was mislaid, and could not be found when the time arrived for publishing.

### BOOK TABLE.

MITCHELL'S NEW SERIES OF GEOGRAPHIES, consisting of: *First Lessons in Geograyhy*, for young children. Designed as an introduction to the *New Primary Geography*; Illustrated by twenty colored Maps, and embellished with a hundred engravings, Designed as an introduction to the *New Intermediate Geography*. A system of Modern Geography, designed for the use of Schools and Academies. Illustrated by twenty-three Copper-plate Maps, drawn and engraved expressly for this work, from the latest authorities; and embellished with numerous engravings. By S. Augustus Mitchell. Philadelphia: E. H. Butler, & Co.

These three books furnish a series of Geographies admirably adapted to the wants of our common Schools. To those of our readers who are familiar with the author's former works, so extensively used in our schools, we would say that this *new series* is a decided improvement on the *old*.

*The First Lessons* is simple enough to be understood by any child that can read. It is full of finely engraved pictures, many of them well adapted to impart instruction through the eye. The Maps are not encumbered with a great number of names in small type, but embrace only such as it is desirable for the beginner to learn, and these are clearly and distinctly printed. We consider nothing better calculated to interest and awaken the mind of a child than the study of Geography, with a book suited to its capacity.

*The Primary Geography* introduces the child more fully into the study of Geography; furnishes him with complete definitions, in clear and concise language; gives him maps with a full list of questions, and a brief description of each country or state.

The third book of the series is, "A complete System of Modern Geography" well suited to the more advanced classes of our common schools, but not encumbered with a great amount of uninteresting descriptive matter, such as has caused many a pupil's head to ache, and perhaps his *back* too, if he could not succeed in committing to memory a long list of names and words that conveyed no ideas to his mind.

The Maps in this book are excellent, and no doubt as correct as any in use. Where the map is not too large, the questions are given on the opposite page; thus placing the map and questions both immediately before the learner. Following the questions on each map, is the "descriptive geography" of each of the countries or states on that map,



embracing the following topics, briefly treated : Position and extent ; Natural features ; Products ; Population ; Chief towns ; Government and Religion.

The difficult foreign names are pronounced where they occur, and a pronouncing vocabulary is also placed at the end of the work.

Altogether, we consider this an attractive and valuable series of school books. They doubtless contain imperfections, but we are so much pleased with the improvements that we are rather disposed to commend than to criticise.

The letter press, paper, Maps and illustrations are all superior in quality and style. And we heartily recommend their use in our schools.

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A PICTORIAL HISTORY OF THE UNITED STATES, with notices of other portions of America, North and South. By S. G. Goodrich. *A new Edition* with numerous improvements. Philadelphia : E. H. Butler & Co.

Goodrich's Histories are so well known that we need only allude to the improvements in this new edition. Much of the work has been re-written, and numerous additions made, bringing the train of events down to the present time.

At the end of the volume, we find the Declaration of Independence, the Articles of Confederation, the Constitution of the United States, and a full Index of proper names.

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ASTRONOMY, AND ASTRONOMICAL GEOGRAPHY, with the use of the Globes. Arranged either for simultaneous reading and study in classes, or for study in the common method. By Emma Willard. New York ; A. S. Barnes & Burr.

Mrs. Willard is so well known in the educational world that her name alone will do much to recommend this volume. We are pleased with the diagrams and illustrations, and especially with the prominence given to the use of globes, in studying both Astronomy and Geography. But to give anything like a correct idea of the plan and character of the book would require more space than we can devote to it. Teachers who desire the aid of such a work can easily procure a copy, by mail, for examination, by addressing the publishers.

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THE LADIES READER designed for the use of Ladies' Schools and family reading circles ; comprising choice selections from standard authors, in prose and poetry ; with the essential rules of elocution, simplified and arranged for strictly practical use. By John W. S. Hows. Philadelphia : E. H. Butler, & Co.

This work is designed for the advanced classes in Seminaries for young ladies, and the selections are made to suit the advanced tastes of intelligent pupils. So far as we have read them, they are what they profess to be—"choice selections."

The mechanical part of the book does credit to its publishers. We like to see a school book, as well as all others, well printed on good paper, and bound in a style that gives it a neat and attractive appearance.



A PICTORIAL HISTORY OF THE UNITED STATES; for schools and families, by Benson J. Lossing, author of "Pictorial Field-Book of the Revolution," &c. Illustrated by over 200 engravings; New York: Mason Brothers.

This book of 371 pages, by an author now well known throughout our country as a writer of history, is offered to our educators as a new school History. The study of history is beginning to take its proper place in our schools, and it is a matter of great importance that we should have books written in a style that will interest young students.

The author has endeavored, in this work, to show the cause of every important event, in order to render the study more entertaining than a mere statement of facts. The illustrations are good, and the book is attractive.

---

A PRIMARY HISTORY OF THE UNITED STATES; for schools and families. By Benson J. Lossing, New York: Mason Brothers.

This introduction to the study of History, is written in a simple and pleasing style, adapted to the wants of beginners. The illustrations are pretty good, but there is room for improvement in this particular. The young receive impressions so readily from pictures, that we consider these an important feature in a book for children; and the representations should be as accurate as possible.

---

TEACHER'S POCKET RECORD of Attendance, Deportment, and Scholarship. By J. L. Tracy. New York: A. S. Barnes & Burr.

This little book will be found very convenient for recording the standing of pupils, and will cost but little more than a common blank book.

---

ELEMENTS OF RHETORIC; designed as a Manual of Instruction. By Henry Coppée, A. M. New edition revised. Philadelphia: E. H. Butler & Co.

In this treatise, the author has endeavoured to give Rhetoric its true place, as related both to Grammar and to Logic: and to furnish a clear exposition of the art of constructing discourse, by the application of philosophy to practice.

It is written in a good style, and is well worth an examination by those teachers who have not a text-book, on this subject, with which they are satisfied.

---

GEOLOGY; for Teachers, Classes, and Private Students. By Sanborn Tenny, A. M. Illustrated with two hundred wood engravings. Philadelphia: E. H. Butler & Co.

We find this an interesting book, both in subject and style. The language is not too technical to be easily understood; and where terms peculiar to the subject are necessarily used, they will be found fully explained in the glossary appended to the work. Geology is beginning to assume an important place among the sciences, and teachers, at least, should avail themselves of all the aids within their reach, that they may be able to present the subject fully to their classes.



**ELEMENTS OF LOGIC**; designed as a Manual of Instruction. By H. Coppée, A. M, Philadelphia: E. H. Butler & Co.

The author acknowledges "Whately's Logic" as the basis of this work. He has treated the subject briefly, and simplified it to suit the capacities of those for whose use it is designed. Let those who need a book on this subject send for a copy for examination.

**THE JUNIOR LADIES' READER**, a choice and varied collection of prose and verse; with a synopsis of the elementary principles of elocution, expressly adapted for the use of the young, and designed as an introduction to "The Ladies' Reader." By John W. S. Hows. Philadelphia: E. H. Butler & Co.

For the lower classes in in Female Seminaries, we would recommend this work. The selections seem to be made with care, and they are not too difficult for reading exercises, in those classes for which the book is designed.

The rules for elocution are brief and simple, and may aid the teacher in making good readers. We hope our teachers may soon learn to give due attention to this branch of education. If as much time were devoted to instruction in reading, as is now given to instrumental music, our young ladies would leave school with a much more finished education.

**A FAMILIAR COMPEND OF GEOLOGY**: for the School and Family. By A. M. Hillside. Philadelphia: James Challen & Son.


This a neat little book, well illustrated, and written in a style for young students. The subject is treated in the form of 'questions and answers;' this may be a recommendation with many teachers, as it furnishes questions for the examination of classes, without even requiring a thought on the part of the instructor(?). We prefer, however, to ask questions without such aid.

Such a book, adapted to the young, might prove beneficial in our common schools; since it would probably be the means of awakening, in the minds of many, a desire for more knowledge.

**HARPER'S MAGAZINE** for December presents its usual variety of instructive and entertaining articles. The illustrations are numerous and many of them expressive. Price \$3.00

**BLACKWOOD'S MAGAZINE** for November, republished by L. Scott & Co., is on our table. We have not had time to read it, but the list of contents indicates an interesting number. \$3.00

**THE ELECTIC MAGAZINE** for December contains eighteen choice articles, mostly from foreign Magazines. It is embellished with a fine portrait of the Rev. Cortlandt Van Rensselaer, D. D. a great and good man, who was widely known throughout our country.

 We have on hand a large number of books that we have not had time to examine, but all will receive attention as soon as possible.



## SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

### School Committees.

**HOW ELECTED.**—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

### Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

### Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

### Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

**OTHER OFFICERS.**—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.



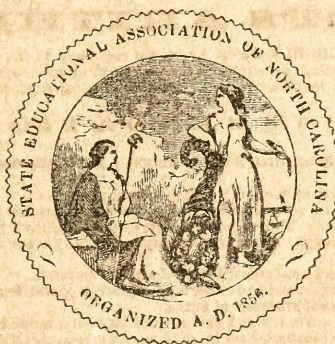
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THE  
NORTH CAROLINA  
JOURNAL OF EDUCATION.

NOVEMBER, 1862.

VOLUME V



NUMBER 11

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1862.



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### CROZET'S ARITHMETIC,

FOR SCHOOLS and SCHOOLS, which he would commend to the attention of Teachers as a work on the reasoning principles of the science of numbers now in use. Price 37½ cts. Introduction to CROZET'S ARITHMETIC, being first lessons in Arithmetic, for

### RECOMMENDATIONS.

EDGE HILL SCHOOL. GUINER'S P. O., Caroline County, May 2, 1867.

A. MORRIS, Richmond:

My Dear Sir,—You ask my opinion of "Crozet's Arithmetic"—

I have used it constantly for several years, in my classes at Hanover Academy, (where it is still used) and at Edge Hill School. This shows the high estimate which I have formed of the work in question. To sum up briefly, I consider it far superior to any other Arithmetic of my acquaintance, in—

I. The theory of UNITY and FRACTIONS, both vulgar and decimal.

II. In the theory of NUMBERS, and the rules for facilitating operations upon them.

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